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Australian-Asian Research Collaborations in the Humanities

Mapping the Present,
Planning the Future

04. Indonesia

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Humanities: Mapping the Present, Planning the Future
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04



Indonesia

This profile explores humanities research in Indonesia. Following a thematic introduction by Helen Creese, the substantive report by Brigid Freeman and Helen Creese commences with an overview of the higher education system. It then proceeds to explore humanities research and cultural institutions, humanities research policy, funding and incentives, humanities research outputs, and international engagement.

Introduction

HELEN CREESE

The humanities occupy a small but significant corner of Indonesia's vast and rapidly expanding higher education system. The sector incorporates more than four thousand institutions – variously general, religious, private, and public – and now caters for over 6 million students. Although Indonesia's research and development priority goals focus on science and technology, the value of the humanities more broadly, and the roles and centrality of an understanding of human interaction and cultures, are deeply embedded in the philosophical underpinning of the national education system and the national psyche.

The higher education sector in Indonesia is largely a creation of the second half of the twentieth century. During the colonial period, the Dutch made primary school education generally available only after the introduction of the ethical policy in 1901, which aimed to improve the welfare of the indigenous population. The initial impetus for higher education in the then Dutch East Indies was the urgent need for professional services, notably in medicine, agriculture, engineering, and law. A number of training facilities for indigenous Indonesians were established in the 1920s in a limited number of fields: in 1920 an Engineering School (Technische Hogeschool) was set up in Bandung, and an Agricultural School (Landbouwkundige Hogeschool) opened in Bogor. A Law School (Rechts Hogeschool) was founded in Jakarta in 1924, followed by a medical

school (Geneeskundige Hogeschool) in 1927, and a medical and dental school (STOVIT) opened in Surabaya in 1928. The first humanities-based school, the Faculty of Letters and Philosophy (Faculteit der Letteren en Wijsbegeerte), was established in Jakarta only in 1940, shortly before Dutch colonial control came to an abrupt end with the Japanese occupation of Indonesia (1942–1945). At independence in 1945, only about 500 of Indonesia's then 75 million citizens held university degrees, and perhaps 2000 students were enrolled in the tertiary sector (Thomas, 1973, pp. 19–37; Abdullah, 2009, p. 251).

Indonesia's national higher education system was born in revolution during the struggle for independence (1945–1949). Education at every level had been severely disrupted during the Second World War. The Japanese banned the use of Dutch, mandated Malay (later Indonesian) as the language of instruction and restructured the school system. This period saw a marked decline in education and many higher education institutions ceased operation altogether (Buchori and Malik, 2004, p. 254). Following the Japanese surrender in August 1945, the fledgling nationalist government took immediate steps to reconstruct education. On 19 August 1945 – just two days after the declaration of Indonesian independence – the Centre of Higher Education of the Republic of Indonesia (Balai Perguruan Tinggi Republik Indonesia) was set up in Jakarta, essentially to allow students of the

three former colonial-era faculties to continue their studies. It offered courses in medicine, including dentistry and pharmacy, and in law and literature. When in December 1945 Dutch forces reoccupied Jakarta, the centre and many of its staff relocated to Yogyakarta in Central Java. On 3 March 1946, two faculties, Law and Letters, were opened and became the foundation faculties of what was to become Indonesia's first public university, Gadjah Mada University, formally established in 1949 (Abdullah, 2009, pp. 211–12).

On their return, the Dutch set up an Emergency University (*Nood-universiteit*), reopening the schools of the pre-war period in 1946 in five cities: Jakarta (medicine, law, and literature and philosophy); Bogor (veterinary medicine and agriculture); Bandung (sciences and engineering); Makassar (economics) and Surabaya (medicine and dentistry). This cluster of schools and faculties was formally inaugurated as the University of Indonesia (*Universiteit van Indonesië*) by the colonial administration in 1947 (Buchori and Malik, 2004, p. 255). Accordingly, for more than three years during the struggle for independence, two higher education systems were in place: the Indonesian nationalist institutions based primarily in Yogyakarta, and the geographically dispersed Dutch colonial faculties. During this period Indonesia's first Islamic and oldest private university, the Islamic University of Indonesia (*Universitas Islam Indonesia*), was also founded in Yogyakarta in 1947, while in Jakarta, a secular private academy, the National Academy, later the National University (*Universitas Nasional*), opened in October 1949 to provide education to those unwilling or unable to enrol in the Dutch-controlled *Universiteit van Indonesië*. Amongst its five faculties were two humanities schools, the Faculty of English Literature and the Faculty of Indonesian Literature and Language.

After the transfer of sovereignty in December 1949, the two systems were integrated and the national government assumed responsibility for the management and development of the university sector. National governance and development priorities in the first years of the existence of the independent Indonesian nation-state constrained growth and quality. Indonesia faced enormous challenges in providing even basic education to its citizens, let alone viable tertiary-level training. The quality of the Indonesian higher education sector was also adversely affected because it expanded too quickly, had limited infrastructure and equipment,

including few Indonesian language teaching materials and textbooks, and lacked qualified staff.

As the new nation took shape, one key focus was the need to embed Indonesian language as the new language of the modern nation-state. Malay had served as the regional lingua franca for centuries, but it was the first language of less than 20 per cent of the population. As Anthony Reid (2016, p. 6) has recently noted during the fiftieth anniversary celebration of Gadjah Mada's Humanities Faculty, the task that the universities faced was to 'invent a new academic culture in a language that had not sustained one before.' Indonesia has successfully made that transition. In 1971, an estimated 41 per cent of Indonesians could speak the national language; nine years later the proportion had increased to 61 per cent (Abdullah, 2009, p. 434). Today, Indonesian is spoken universally throughout the country. Illiteracy rates in the general population have fallen from 57 per cent in 1961 to 4 per cent in 2014. In the tertiary sector age cohort of 20–24 years, illiteracy is now negligible, falling from 46 per cent to 0.3 per cent in the same period (Badan Pusat Statistik, 2015, p. 44). National language policy has ensured a central place in the education system for Indonesian language training, and all tertiary students are still required to take a one-semester foundation-year course in Indonesian language.

At independence, the higher education sector comprised just the four institutions that had taken shape during the revolutionary period, namely, two public, one Islamic, and one private university. These first national institutions thus reflect the diverse and complex system of religious and secular, and public and private institutions that prevails today. Until 1954, the University of Indonesia and Gadjah Mada University were the only state universities. By the end of the 1950s, there were seven state universities and one institute amongst a total of 135 higher education institutions (53 public and 82 private), and enrolments had mushroomed from 6000 to 70,000 (Thomas, 1973, p. 87). Contributing to this growth was the development of an extensive network of teacher training colleges to meet national educational needs. Originally part of the university system throughout the 1950s, these colleges later became an independent sector (Thomas, 1973, pp. 123, 208–10); and in the 1990s, they were granted university status.

The major development of a national system came when the 1961 *National Education Law* (Law 15/1961) was enacted. The Department of

Higher Education was established and a Minister of Education and Culture was appointed. The 1961 law incorporated higher education formally into the education system and mandated a university in each of Indonesia's then twenty-two provinces. Several state institutions were founded, as well as a number of private ones. By 1965, there had been substantial growth and there were 355 institutions and 278,000 students (Thomas, 1973, p. 173).

From the outset, the private sector had contributed substantially to growth in order to meet part of the shortfall in government support and public funding, but the proliferation of the private higher education institutions that today dominate Indonesia's higher education sector really began in the New Order period (1967–1998). Rapid expansion throughout the 1970s and 1980s, financed principally by large oil revenues, was driven by a number of factors including the increasing number of high school graduates who had benefited from the commitment to and implementation of universal school education. By 1990, there were 872 private institutions with 1.2 million students compared to 49 public institutions serving about half that number of students (Hull and Jones, 1994, p. 164). Following the collapse of the New Order and the resignation of Suharto in 1998, the rapid growth has continued apace, driven by greater economic prosperity, democratic reforms and the increased aspirational goals amongst Indonesians and by the demand for a better-credentialed and more skilled workforce. Today, the sector has over 6 million students and more than 4500 institutions (374 public and 4130 private).

The majority of the leading providers of humanities teaching and research programs today belong to the first wave of Indonesian universities established before 1965. They include the University of Indonesia (established 1950), Gadjah Mada University (1949), Airlangga University in Surabaya (1954), Diponegoro University in Semarang (1957/1960), Udayana University, Bali (1962), and Brawijaya in Malang (1963). The focus of current humanities research and teaching reflects the legacy of this historical development within the national education system, and of the academic interests of these founding humanities faculties.

Humanities teaching and research

For all practical purposes, there was no humanities teaching or research at tertiary level during the colonial period. Nevertheless, the academic study of the humanities disciplines in (and of) Indonesia

had its foundations in the late eighteenth century Enlightenment period, with the establishment of the Batavian Society for Arts and Sciences in 1788. The imperatives of Dutch colonial rule ensured a broad interest not only in the natural sciences but in ethnographic description, religion, and the languages, literatures, and material cultures of the diverse groups of the Indonesian archipelago. Colonial knowledge-making had little impact on the provision of education for indigenous Indonesians. It is a paradox of history that Dutch colonial officials were required to have a thorough grounding in the languages, literatures, and cultures of their colonial possessions, while, except for the ruling elites, Indonesians had little access to education at all (Boomgaard, 2006; Reid, 2016).

When the first humanities faculty, the Faculty of Letters and Philosophy, was established in Jakarta in 1940, it opened with just 125 students. In 1948, when it was incorporated into the *Universiteit van Indonesië* by the Dutch after the Second World War, it had an enrolment of just 42 students, less than 5 per cent of the total enrolment of 936 students; by 1970, enrolments stood at 500 of a total 6571 students (Thomas, 1973, p. 45). However, national development priorities meant that new institutions and faculties focused on social sciences, particularly teacher training, administration, and economics rather than the broad range of humanities disciplines. By the end of the 1950s, only three of the eight public institutions had dedicated faculties of language and literatures. In 2014, enrolments in the humanities made up only about 2 per cent of total enrolments (United Nations Educational, Scientific and Cultural Organization [UNESCO] Institute for Statistics, n.d.).

Nevertheless, the place of humanities within the Indonesian education system has never been in question. The 1961 *National Education Law*, which mandated the establishment of public universities in each province, embedded humanities in the core functions of state universities. It defined a university as a collection of all branches of knowledge and mandated a minimum of four colleges or faculties embracing religious studies; cultural studies incorporating literatures and languages, history, education, and philosophy; social studies, including economics, social and political science, and public and business administration; and studies of the natural sciences and technology. This law also enshrined the concept of the threefold function or mission of higher education institutions (*Tridharma Perguruan*

Tinggi) – education, research and community service – stipulating that the development of science should be accompanied by character development to benefit Indonesian society, must be closely connected to contemporary realities and the community it serves, and that research should not be just for its own sake but enhance the wellbeing of the community (Royono and Rahwidiati, 2013).

From the outset, the expansion of education in Indonesia was part of the nation-building process. The political and philosophical underpinnings of education had been crystallised during the period of deep turmoil and violence of the nationalist struggle and revolution and were shaped by the subsequent political developments and ideological currents that marked first the Sukarno (1949–1967) and then the Suharto (1967–1998) periods. Student and youth groups had been major players in the nationalist struggle for independence. Under Sukarno, campuses became heavily politicised as universities, like the rest of society, were divided by the deep conflicts between communist and anti-communist factions (Cribb, 2010, pp. 76–77; Lowe, 2012, p. 252). The political polarisation of the later Sukarno years had a deep reach into the humanities as conflicts between the left and the right flowed into the cultural arena and engendered ferocious debates over the place of the arts and literature in society. Students played a major role in the protests that removed Sukarno from power. In the violence that followed the 1965 coup, which saw at least half a million communists and sympathisers killed, education came to a virtual standstill for two years as the left-wing factions were driven out and banned.

The establishment of the authoritarian New Order under Suharto (1967–1998) brought dramatic changes as earlier factional political engagement gave way to the complete depoliticisation of campuses. Higher education during the New Order was characterised by extreme centralisation and the incorporation of higher education into the bureaucratic orbit. In 1978, in the wake of the 1974 student protests against government corruption, high commodity prices, and business practices (especially foreign investment), the Suharto government enacted the *Campus Normalisation Law*. The law was designed to ensure campuses were “free from politics”. All overtly political content and writing was eliminated in favour of teaching and research that promoted political stability and national development. The insertion of political dogma into the curriculum had been mandated as part of Sukarno’s left-leaning doctrine

of Guided Democracy (1959–1965) by which he sought to unify Nationalism, Religion and Communism (NASAKOM) as the constituent elements of Indonesia’s national identity. During the New Order period, ideological indoctrination of a different kind pervaded the national education system and the bureaucracy. From 1985, all mass organisations, including student and religious organisations were required to accept Pancasila, the five foundational principles of the state as their basis. A more muted version of Pancasila and civics today remain compulsory parts of the tertiary curriculum with all students required to take one-semester courses in Pancasila and civics as well as in religious education and English.

Student protests were again instrumental in changing the political landscape as Suharto stepped down during the populist democracy movement that followed the killing of six student protestors from Trisakti University in 1998. The post-New Order era since 1998 has seen significant gains in freedom of expression and autonomy in an increasingly competitive higher education sector. During the Suharto period the critical study of humanities disciplines was largely suppressed, resulting in an emphasis on inwardly focused Indonesian topics. As New Order authoritarian controls have been lifted and Indonesians have had increased exposure to global media and open access scholarship, the academic landscape has broadened to encompass government and private sector think tanks, centres and institutes, as well as media companies. Democracy, decentralisation, and the involvement of civil society and non-government organisations have spearheaded influential debates in social sciences and humanities and have led to significant collaborative research partnerships amongst the academy, society, and the international community (Hadiz and Dhakidae, 2005; Guggenheim, 2012). New research directions in the humanities are particularly marked in the study of national history, as the once forbidden topic of the state, particularly the rise of the New Order and the communist purges of 1965–1966, has come under scrutiny and brought together academic historians, community groups, survivors, and international researchers.

The core humanities subjects of history, archaeology, and the study of languages and literatures (Indonesian as the national language, a range of local languages, as well as foreign languages), have remained the staple of humanities research and teaching in Indonesia since their inception. Initially, literary and language studies

were dominated by the philological study of Indonesia's indigenous classical languages and texts belonging to the Old Javanese, Javanese, Malay, and Islamic traditions. With the rise of the social sciences, the grip of academic classical philology on Indonesian humanities has weakened but these original disciplinary interests in the rich cultural textual traditions of the archipelago retain a presence in leading humanities universities including the University of Indonesia, Gadjah Mada University, and Udayana University. Decentralisation has given a significant boost to local identity and regional forms of cultural expression, including the study of Indonesia's diverse regional languages. Traditional and performing arts forms have been invigorated through both formal educational settings and community-based support and programs.

All Indonesian tertiary students take a compulsory semester-long course in their own religious traditions. Rising levels of public piety in Indonesian are also reflected in the proliferation of religious higher education institutions that have created avenues for the more formal study of religion, particularly of Islam, but also Christianity and other religions. Most of these degree programs

have a rigid theological and doctrinal focus leaving limited scope for the more open and critical scholarship evident in other humanities disciplines. At the same time, newer disciplines, including cultural studies and area studies have been introduced and these provide potential for greater internationally-engaged scholarship and collaboration.

National priorities and, in particular, the social benefit agenda of higher education have ensured the ongoing relevance of the humanities within the higher education system since independence. There remains an unwavering commitment to humanities as an integrated component of knowledge, education, and national identity and development. The most recent 2012 *Higher Education Law* retains the foundational philosophical underpinning of education promulgated in the Constitution and in the 1961 *Education Law*. Although humanities research is currently limited, there remains a clear call to the humanities as part of Indonesia's national identity and goals. As the Indonesian economy and the education sector continues to grow, and the training and international engagement of humanities researchers advances, humanities research in Indonesia has enormous potential.

REPORT 04

Indonesia

BRIGID FREEMAN AND HELEN CREESE

HIGHER EDUCATION SYSTEM FEATURES

Indonesia is the largest economy in the Southeast Asian region, and the fourth most populous nation globally. It has one of the largest, fastest growing tertiary education systems in the world, with a student population of over 6 million (Statistik Indonesia 2016, pp. 149–50; Ministry of Research, Technology and Higher Education [MRTHE], 2016). The higher education sector in Indonesia developed primarily in the second half of the twentieth century. From the 1980s, near universalisation of first primary and then secondary education, combined with increasing social expectations regarding educational attainment, have all contributed to rapid growth in the tertiary education system (Suryadarma and Jones, 2013). Indonesia's tertiary education gross enrolment ratio grew from 15 per cent in 2000 to 31 per cent in 2014 and 36 per cent in 2018 (United Nations Educational, Scientific and Cultural Organization [UNESCO] Institute for Statistics, n.d.). Despite this rapid growth, Indonesia's tertiary education attainment levels among adults over twenty-five years of age are much lower than neighbouring Thailand and Singapore, and East Asian countries such as Japan and Korea (UNESCO Institute for Statistics, n.d.).

Much of Indonesia's tertiary education student population growth has occurred through the

expansion of the private sector (Hill and Thee, 2013, pp. 165–66). Private tertiary education institutions are predominantly run by non-profit charitable foundations; religious organisations are also leading players, including the two largest national Islamic organisations, Muhammadiyah and Nahdatul Ulama, and private businesses such as the Lippo Group (responsible for Pelita Harapan University), Ciputra (Ciputra University) and Tanri Abeng (Tanri Abeng University) (Rosser, 2016, p. 115). Private institutions are heavily reliant on revenue generated through tuition fees (Moeliodihardjo, 2014, p. 2).

Participation in Indonesia's tertiary education system varies considerably by socio-economic status (SES) background, geographical location, and gender. Historically, the system has catered for high SES background students (Buchori and Malik, 2004, p. 260). The poor remain seriously under-represented in Indonesian universities with only 3 per cent of students from families in the bottom percentile attending university. Regional disparities are also acute with enrolment rates of 75 per cent in the major Javanese cities of Jakarta and Yogyakarta, but as low as 10 per cent in the outer provinces (Hill and Thee, 2013, p. 168). Gender equality in the tertiary education system has increased in recent years, and since 2008 the number of female tertiary education students overall has exceeded the number of male students. Female participation is stronger at the diploma level

TABLE 1 Number of Indonesian Tertiary Education Institutions (2019)

	University (Universitas)	Institute (Institut)	Colleges (Sekolah Tinggi)	Polytechnic (Politeknik)	Academy (Akademi)	Community College (Akademi Komunitas)	Total
Public	82	56	57	134	54	7	390
Private	552	181	2457	169	865	28	4252
Total	634	237	2514	303	919	35	4642

Source: Ministry of Research, Technology and Higher Education (MRTHE), 2019a.

while males remain the majority in bachelor degree enrolments. At the postgraduate level the overall numbers are nearly equal, although women are under-represented in faith-based institutions. For example, in Islamic institutions women represent only 17 per cent of PhD enrolments (Organisation for Economic Co-operation and Development and Asian Development Bank [OECD/ADB], 2015, pp. 193–94).

The Indonesian tertiary education system is highly diversified, comprising universities (*universitas*), institutes (*institut*), colleges (*sekolah tinggi*), polytechnics (*politeknik*), academies (*akademi*), and community colleges (*akademi komunitas*) (OECD/ADB, 2015, p. 186). The sector includes secular and religious, and public and private institutions (Table 1).

The Ministry of Research, Technology and Higher Education (MRTHE) is responsible for secular state and private tertiary education institutions, while religious tertiary education institutions fall under the Ministry of Religious Affairs (Suryadarma and Jones, 2013, pp. 11–12). As noted, the private sector dominates the system with over 4000 institutions, whereas the public sector has fewer than 400 institutions, and represents only 9 per cent of the system (Fauzi, 2017). While the number of private tertiary education institutions is comparatively high, their student enrolments are frequently low, and nearly one third of all students are enrolled in public institutions (Hill and Thee, 2013, pp. 165–66; see Suryadarma and Jones, 2013, p. 9). Competition for entry to leading institutions is high. Indonesia’s public universities rank higher than most private universities, ‘the bulk of [which] would be rated poor, and many very poor’ (OECD/ADB, 2015, p. 38). Reflecting concerns regarding institutional quality, the Indonesian government now tightly regulates the establishment of new private universities (Logli, 2016).

At the undergraduate level, academies and polytechnics offer vocational programs leading to diploma-level qualifications after one to four years of study. Academic degrees awarded by colleges, institutes, and universities include four-year bachelor degree programs (Strata 1 – S1), including professional degrees (such as medicine) and two-year masters degrees (Strata 2 – S2). Some universities offer three-year doctoral programs (PhD, or Strata 3 – S3) and professional degrees such as medicine (OECD/ADB, 2015, p. 73; Logli, 2016, pp. 563–64). The language of instruction is the national language, Bahasa Indonesia, although increasingly institutions with ambitions to internationalise incorporate English language courses into the core curriculum.

Accreditation of higher education institutions and individual programs of study at bachelor, masters and doctoral level is undertaken by the National Accreditation Board for Higher Education (referred to as BAN-PT) (see Wicaksono and Friawan, 2011; Logli, 2016, p. 575). By 2018, 1974 institutions had been accredited, with 85 achieving the highest A accreditation ranking, a further 725 ranked B, and 1164 ranked C. A considerable proportion of institutions and study programs remain unaccredited because of staff shortages and lack of capacity within the accreditation agency (Badan Akreditasi Nasional Perguruan Tinggi, 2019, p. 2).

Although academic staff who teach bachelor-level programs and above are required to hold at least a master’s qualification, many teaching and research staff in higher education institutions, particularly in the private sector, still hold only bachelor-level (S1), qualifications (The World Bank Group, 2013, p. 2). In 2012, 61 per cent of tertiary education teaching faculty held master’s qualifications, while 12 per cent held doctoral qualifications. Recent MRTHE data indicate that qualification levels have continued to rise, with 70 per cent of academic staff in both the public and private sectors now holding

a masters qualification. PhD-level qualifications are now held by 15 per cent of academic staff. There is a significant discrepancy between the public and private sectors, with 30 per cent of staff from public higher education institutions holding PhD qualifications, compared to just 8 per cent in the private sector (MRTHE, 2018, pp. 148–55). There are also clear regional discrepancies, and more than two thirds of PhD-qualified staff are concentrated in a small number of public and major private universities located in Java (Moeliodihardjo, 2014, p. 9; Logli, 2016, p. 573).

Overall, Indonesia's tertiary education system is consistently ranked below those of East Asia, India, and comparable middle-income Southeast Asian nations, including Malaysia and Thailand. Although many institutions aspire to international rankings and there are pockets of excellence especially in Indonesia's elite institutions, few Indonesian universities operate in a high-quality research and teaching environment (Hill and Thee, 2013, p. 161). As a means of monitoring university research performance, the MRTHE has established an annual evaluation system that ranks both public and private universities into four categories, and also determines the amount of funds disbursed to each institution. These clusters represent tiers of research excellence based on four performance indicators, namely research resources (30 per cent), research management (15 per cent), research output (50 per cent), and revenue generation (5 per cent) (Fauzi, 2017; Rakhmani and Siregar, 2016, p. 29). For the period 2013 to 2015, 1447 universities were ranked according to these four clusters. In August 2019, the MRTHE announced new rankings for its 2141 academic higher education institutions based on a five-cluster system. Institutions were ranked predominantly on outputs and outcomes. Cluster 1 comprised the 13 top-ranked universities, with 70 in Cluster 2; 338 in Cluster 3; 955 in Cluster 4; and 765 in Cluster 5. Vocational institutions were ranked separately (MRTHE, 2019b).

Indonesia's leading higher education institutions comprise a small number of elite public universities. The top five by ranking are the University of Indonesia, Bandung Institute of Technology (ITB), Gadjah Mada University, Bogor Agricultural University (IPB) and the Institute of Technology, Sepuluh Nopember. None of these institutions is placed highly in the international university rankings (see [Appendix B](#)); indeed the Universitas 21 (U21) Ranking 2016 places Indonesia last among the 50 higher education systems examined, with notably poor scores regarding

investment and research output (Williams, Leahy, de Rassenfosse and Jensen, 2016, p. 8). Indonesia also performs poorly on higher education and training, and innovation indicators in the Global Competitiveness Index, ranking 63/138 and 31/138 respectively in the 2016–2017 exercise (see Schwab and Sala-i-Martin, 2017, pp. 204–05).

The tertiary education system has limited research capacity overall, and research efforts are focused largely on STEM (science, technology, engineering and mathematics)

disciplines. National research and development priorities and investment are directed to areas of greatest need and relevance, namely to health and medicine, ICT, advanced materials, new and renewable energy, food and agriculture, transportation, defence, and marine sciences (Purwanto, 2016, p. 13). As part of its efforts to prioritise research and development, the government has recently implemented a program to establish science and technology parks ('technoparks'), involving academics and the private sector commercialising ICT-based products. The *National Medium Term Development Plan (RPJMN) 2015–2019*'s target is to establish one hundred Technoparks in towns and municipal centres as well as a Science Park in each of Indonesia's thirty-four provinces by 2019 (Republic of Indonesia, 2014, p. 174).

The rapid development of the higher education sector has led to challenges for the provision of higher education in terms of quality, staff qualifications, and capacity. Until the early 2000s, staff in Indonesian universities had limited opportunities and incentives to focus on internationally-recognised research as a result of employment conditions or limited opportunities for promotion (Ford, 2012, p. 27). The public university sector is 'essentially part of the government bureaucracy' (OECD/ADB, 2015, p. 211). In almost all instances, staff employed in public tertiary education institutions are civil servants, and performance is still measured largely along civil service lines rather than on academic merit (Rakhmani and Siregar, 2016, p. 61). Poor employment conditions, particularly at public universities, encourage faculty to undertake contract research and additional teaching, often in more than one institution, in order to supplement salaries. The additional income may account for up to three quarters of the total (Hill and Thee, 2013, pp. 169–72).

Lack of basic research infrastructure is a major obstacle to pursuing research. Because high quality research requires dedicated time, the heavy demands of teaching hinder progress for individual staff members. Academic staff have limited access to periods of sabbatical leave. Other challenges include insufficient training in research methodologies and academic writing for research purposes (Ramos-Mattoussi and Milligan, 2013, p. 10). Although overseas-trained PhD graduates often return to Indonesia with highly developed research skills, the research environment and teaching-centred culture in their home institutions hamper ongoing research productivity and development. Nevertheless, recent changes to funding and autonomy have seen an increased emphasis on international publication and partnerships, as well as better access to international journals, research funding and publication incentives especially in the top-tier institutions (Rakhmani and Siregar, 2016, p. 20). The overall trend is positive.

Humanities teaching and research in leading higher education institutions

Humanities teaching and research is undertaken by Indonesian universities and the Indonesian Institute of Sciences. The following section examines the teaching and research profiles of leading Indonesian institutions.

The University of Indonesia (*Universitas Indonesia*), located in Jakarta, is the country's oldest and leading university, and is recognised in the field of humanities and cultural studies. The Faculty of Humanities offers programs in languages and linguistics (Indonesian and Korean), Asian studies (Indonesian, Korean, Japanese, Chinese, Arabic, Southeast Asian), area studies (Dutch, British, French, German, Russian), archaeology, philosophy, library and information science, history (including history of science), and literature. Doctoral programs are offered in philosophy, linguistics, archaeology, history of science, and literature. Leading research institutes concentrate on area studies, Islam, and Islamic law studies. The Faculty of Humanities publishes *Wacana, Journal of the Humanities of Indonesia*, an open access international journal, spanning literature, linguistics, archaeology, history, philosophy, library and information science, religion, art, and interdisciplinary research. The university houses one of the largest libraries in Southeast Asia and actively contributes to regional and international networks, including the Association of Pacific

Rim Universities, Association of South East Asian Nations (ASEAN) University Network, and Association of Southeast Asian Institutions of Higher Learning.

Gadjah Mada University (*Universitas Gadjah Mada*), established in 1949 as a public university, is based in Yogyakarta. It is a highly ranked, comprehensive university, offering a wide range of undergraduate and postgraduate programs, including the humanities and social sciences. The Faculty of Philosophy offers undergraduate, masters and doctoral programs in philosophy and religious studies and publishes the *Journal of Philosophy*. The Faculty of Cultural Sciences comprises a number of departments delivering programs on cultural anthropology, archaeology, Korean language, history, tourism, literature (Arabic, Indonesian, English, Japanese, regional Indonesian languages, and French). Doctoral programs are offered in humanities, cultural studies, and media. The Faculty publishes the *Humaniora Journal of Culture, Literature and Linguistics*. The university has centres concentrating on women's studies, cultural studies, rural and regions studies, security and peace studies, tourism studies, and Asian studies (Southeast Asia, Asia and Pacific). The university is one of three members of the Indonesian Consortium for Religious Studies, which examines Indonesian religions, primarily Islam. Gadjah Mada University is actively seeking to foster internationalisation, primarily through recruitment of foreign faculty.

The Institute of Technology, Bandung (*Institut Teknologi Bandung*) is a state, technology-oriented university located in Bandung. The Social Sciences, Arts and Humanities Cluster offers undergraduate courses in fine art, craft, communication, interior design, and product design; and masters and doctoral programs in fine arts and design through the College of Art and Design. The university publishes the *Journal of Visual Art and Design*.

Airlangga University (*Universitas Airlangga*), located in East Java, was initially established as a branch of the University of Indonesia, and then inaugurated as a separate university in 1954. The Faculty of Humanities offers programs in Indonesian, Javanese philology, Japanese and English literature, linguistics, history of science, and cultural studies. Faculty research concentrates on languages, literature, history, and culture. The university publishes the journal, *Mozaik Humanities*, examining cultural studies, linguistics and literary studies, philological, and historical

studies. Airlangga University is seeking to expand internationalisation activities, in part through hosting international conferences and forums.

Diponegoro University (*Universitas Diponegoro*), a public, comprehensive university located in Semarang in Central Java, was established in 1957. The Faculty of Humanities delivers undergraduate and masters programs in literature (Indonesian, English, Japanese), linguistics, history, library and information science, and English and Japanese studies, at the diploma, bachelor and masters levels. A single humanities doctoral program is offered in history. Diponegoro University has established international linkages with universities in the Netherlands, Japan, Malaysia, Australia, and the United States.

Muhammadiyah University Surakarta (*Universitas Muhammadiyah Surakarta*), an Islamic private university located in Surakarta, Central Java, was established in 1981. The university is operated by Muhammadiyah, the second-largest non-governmental Islamic organisation in Indonesia. The Faculty of Islamic Religion offers undergraduate and masters Islamic studies programs. Faculty research is concentrated on development of civil society, social capital, national identity, poverty alleviation, and Islamic science and technology development. The Faculty of Communication and Information delivers programs in science communication (advertising communication, broadcasting, and public relations), and information engineering. Key faculty research themes include media studies and machine learning (data mining, text mining, natural language processing).

Brawijaya University (*Universitas Brawijaya*), located in Malang, was established as a state university in 1963. The university has pursued international engagement with partners in other Asian countries (Japan, Korea, China, Taiwan, Malaysia, Thailand, East Timor, Pakistan), the Middle East (Turkey), Europe (Germany, Czech Republic), the United States, United Kingdom, Australia, and New Zealand. The university offers diploma, undergraduate, masters and doctoral programs. The Faculty of Humanities offers programs in literature (Indonesian, Japanese, English, French, Chinese), languages (Indonesian, Japanese, English, French), linguistics, fine arts, and anthropology.

Padjadjaran University (*Universitas Padjadjaran*), located in Bandung, was established in 1957. The comprehensive university offers diploma,

undergraduate, masters and doctoral programs. Faculty of Humanities program offerings span literature (Indonesian, Sundanese, Japanese, English, French, German, Arabic, and Russian), linguistics, cultural studies, and history of science. Doctoral programs are offered in literature. The University publishes the *Journal of Information and Library Studies* and the *Journal of Communication Science*.

Udayana University (*Universitas Udayana*), located in central Denpasar and at Bukit, Bali, began as a branch campus of Airlangga University with a single faculty, the Faculty of Letters, in 1959. Udayana was formally established as a university in August 1962. Although Udayana currently sits just below the top tier group of leading Indonesian institutions overall, it has one of the most comprehensive humanities undergraduate programs. Humanities undergraduate teaching takes place under the umbrella of the Faculty of Cultural Studies with programs in English, Indonesian, Old Javanese and Balinese languages and literature, and Japanese languages and literatures as well as in archaeology, cultural anthropology, and history. Masters and doctoral programs are offered in cultural studies, linguistics, and tourism studies. The Faculty produces the *Journal of Balinese Studies (Jurnal Kajian Bali)*. Through its Centre for International Programs, Udayana offers a range of courses in Indonesian language and Balinese culture for foreign students.

In addition to individual universities, humanities research is undertaken through the Indonesian Institute of Sciences (LIPI). LIPI was established in 1967 from former scientific organisations tracing their histories to the colonial period. While LIPI's mandate spans the natural sciences, social sciences, and the humanities, its research agenda is dominated by the hard sciences (Oey-Gardiner, 2010, p. 9). The institute reports directly to Indonesia's President, provides science and technology policy advice and employs approximately 1500 researchers. Internal research projects are funded through LIPI's MRTHE thematic and competitive research funds, incentive research funds, and *Iptekda* (ministerial assignments) (Oey-Gardiner, 2010, p. 24). International research collaborations have been established with the Japan Science and Technology Agency, Korea International Cooperation Agency, China Academy of Sciences, and *Deutsche Forschungsgemeinschaft*. The LIPI Social Sciences and Humanities division is largely social sciences-focused, with research centres concentrating on

TABLE 2 Select Leading Humanities and Arts Institutes, Universities and Projects: Humanities and Arts Teaching and Research Strengths, Indonesia

	Institutions, Centres and Projects	Humanities Teaching and Research
Language and Linguistics	<ul style="list-style-type: none"> University of Indonesia Gadjah Mada University Airlangga University Diponegoro University Brawijaya University Padjadjaran University Udayana University Indonesian Institute of Sciences 	<ul style="list-style-type: none"> Indonesian, Indonesian regional languages (Javanese, Sundanese, Balinese) Arabic English European languages (Dutch, German, French, Russian) Asian languages (Korean, Chinese, Japanese) Linguistics
History	<ul style="list-style-type: none"> University of Indonesia Gadjah Mada University Airlangga University Diponegoro University Padjadjaran University Udayana Univesity 	<ul style="list-style-type: none"> History History of science
Philosophy and Religion	<ul style="list-style-type: none"> University of Indonesia Muhammadiyah University Indonesian Institute of Sciences Indonesian Consortium for Religious Studies (Gadjah Mada University, State Islamic University Sunan Kalijaga and Duta Wacana Christian University) 	<ul style="list-style-type: none"> Philosophy Islamic studies Islamic science and technology development Religion (Islam, Christianity, Hinduism, Buddhism, Chinese religions and indigenous local religions)
Archaeology	<ul style="list-style-type: none"> University of Indonesia (Archaeology Laboratory, and Simulation of Prehistoric Sites) Udayana University Indonesian Institute of Sciences 	<ul style="list-style-type: none"> Archaeology (prehistoric Indonesia, epigraphy and inscription interpretation, museology) Cultural heritage
Area Studies / Asian Studies	<ul style="list-style-type: none"> University of Indonesia Gadjah Mada University Diponegoro University Udayana University 	<ul style="list-style-type: none"> Indonesian studies (including regional cultures and studies) Asian studies: Southeast Asia, Asia and Pacific, Korea, Japan, China Arabic studies Europe: the Netherlands, Britain, France, Germany, Russia
Cultural and Communication Studies	<ul style="list-style-type: none"> University of Indonesia Gadjah Mada University Institute of Technology, Bandung Airlangga University Diponegoro University Muhammadiyah University Udayana Unviersity 	<ul style="list-style-type: none"> Library and information science Cultural/social anthropology Cultural studies Tourism studies Gender studies Communication design Science communication
English Language and Literature	<ul style="list-style-type: none"> University of Indonesia Gadjah Mada University Airlangga University Diponegoro University Brawijaya University Udayana University 	<ul style="list-style-type: none"> English literature English language
Literature	<ul style="list-style-type: none"> University of Indonesia Gadjah Mada University Airlangga University Diponegoro University Brawijaya University Padjadjaran University Udayana University 	<ul style="list-style-type: none"> Indonesian (including regional Indonesian literatures) Other Asian: Japanese, Chinese, Russian Arabic literature European: French, German
The Arts	<ul style="list-style-type: none"> Institute of Technology, Bandung Brawijaya University: <ul style="list-style-type: none"> Institute of the Arts Yogyakarta Institute of the Arts Denpasar Institute of the Arts Surakarta 	<ul style="list-style-type: none"> Fine art Craft Interior design Product design Regional Indonesian traditional performance Regional Indonesian traditional music
Digital Humanities	<ul style="list-style-type: none"> University of Indonesia Gadjah Mada University Pulse Lab Jakarta Indonesian Digital Libraries Network 	<p>Various projects, e.g.:</p> <ul style="list-style-type: none"> the relationship between religion and the internet (e.g., Indonesian Interfaith Weather Station, the Internet as a religious public sphere) big data innovation (coupling digital data sources and data analysis techniques for social development) digital freedom movements (SAFEnet, <i>Kawal Pemilu</i>, EngageMedia) digitising knowledge processes

economics, population, politics, and regional resources. The Center for Humanities and Cultural Research (*Pusat Penelitian Kemasyarakatan dan Kebudayaan*, or PMB) conducts research on language and culture, minorities and violence, religion, and cultural heritage. LIPI publishes the *Journal of Society and Culture*.

The profiled Indonesian universities and the Indonesian Institute of Sciences collectively have teaching and research capability in language and linguistics, history/history of science, philosophy and religion, archaeology and cultural heritage, Asian studies, Arabic studies, area studies, cultural and communication studies, literature, and the arts (Table 2). The digital humanities are an emerging field of study, illustrated by museum revitalisation initiatives, digitisation of library collections, projects examining the relationship between religion and internet technology and broader processes to digitise knowledge.

Humanities undergraduate provision and research training

Comprehensive humanities programs are predominantly located in the leading national institutions that were established in the first wave of higher education institutions in the immediate post-independence period. The national core curriculum compulsory requirement enshrined in the *Education Law* (2012/12, paragraph 35.3) mandates the incorporation of classes in religion, Indonesian language, civics and Pancasila studies (the national philosophy) and ensures that all tertiary students receive some basic humanities education and training. In 2014, more than half of all Indonesian tertiary education students enrolled in business, administration and law (28 per cent) and education (27 per cent) (UNESCO Institute for Statistics, n.d.). The proportion enrolled in humanities and arts programs is very low (2 per cent in 2014), totalling some 131,000 students (UNESCO Institute for Statistics, n.d.; The World Bank Group, n.d.). A slightly larger proportion of female students enrolled in humanities programs than male students (2 per cent female compared to 1.7 per cent male in 2014) (UNESCO Institute for Statistics, n.d.).

Humanities academic societies

Southeast Asia's earliest academic society, the Batavian Society of Arts and Sciences, a Dutch learned academy, was established in 1778. Following independence, in 1950 it was renamed

the Indonesian Institute of Culture (*Lembaga Kebudayaan Indonesia*). It ceased operation in 1962 and its collections were transferred to the Indonesian National Library and National Museum in Jakarta. The Indonesian Academy of Sciences (AIPI) was established by the Indonesian government in 1990. This broadly defined sciences academy spans the natural sciences (basic sciences, medical sciences, engineering sciences), social sciences, and art and culture. It coordinates national and international conferences, facilitates international collaborations, and publishes Podium AIPI. It has sixty-one members who belong to five commissions on basic sciences, medical sciences, engineering sciences, social sciences, and cultures. In 2016, the Academy launched the Indonesian Science Fund (*Dana Ilmu Pengetahuan Indonesia*) to provide research funding for established and emerging researchers (Indonesian Science Fund, n.d.).

Cultural institutions and humanities infrastructure

The National Museum of Indonesia, based in Jakarta, holds major prehistoric, archaeological, ethnographic, architectural and textile collections. Other leading museums include the Jakarta History Museum, Maritime Museum, and Bank Indonesia Museum. Museums have also been established in provincial capitals, holding history, natural science, and ethnographic collections.

The National Library of Indonesia is the country's leading humanities library. It houses the historical manuscript and print collections from the Royal Batavian Society of Art and Sciences, official wartime publications, and thousands of original manuscripts on paper and palm leaves in several regional languages. Its collections represent the most significant national documentary resource. In addition to the national library, provincial and public libraries at the district level, academic, school, and community-based library services are available in major towns and provincial capitals.

The National Archives of Indonesia holds a large collection relating to the Dutch East India Company (1640–1799). The United Nations Educational, Scientific and Cultural Organization (UNESCO) has recognised the contribution of this collection, along with those held by the Netherlands, South Africa, and Sri Lanka, in the Memory of the World Register. The National Archives also hold extensive collections relating to the Dutch colonial period (1800–1942). Coverage of the post-1950 period of

Indonesian history is far less comprehensive. Access to materials, particularly for foreign researchers, may be constrained by bureaucratic limitations and physical infrastructure. Regional archives and museums are found throughout Indonesia. Indonesia's leading museums, libraries and archives are progressively digitising cultural collections but rely heavily on international aid.

Indonesia has four major historical and cultural sites inscribed on the UNESCO World Heritage List, namely the Borobudur Temple Compounds, Prambanan Temple Compounds, and Sangiran Early Man Site all located in Central Java, along with the cultural landscape of Bali's *subak* (rice irrigation) system. Four national parks are also included on the UNESCO World Heritage List: Komodo National Park, Lorentz National Park, Tropical Rainforest Heritage of Sumatra (2004), and Ujung Kulon National Park. A number of cultural icons have been inscribed on the Representative List of the Intangible Cultural Heritage of Humanity including the *kris*, *wayang*, *batik*, *angklung* (bamboo orchestra) and most recently in 2015, Balinese traditional dance.

Support for modern art forms is evident in the growing number of art galleries and fine art museums particularly in urban centres, including the Galeri Nasional Indonesia, and the new Museum of Modern and Contemporary Art which opened in November 2017. Indonesian arts are supported by literary competitions, a vibrant poetry performance culture, institutions such as the Lontar Foundation, which supports the translation of Indonesian literature into English, and events such as the Jakarta Biennale and the annual Ubud Writers and Readers Festival and its associated Emerging Writers program.

HUMANITIES RESEARCH POLICY, FUNDING AND INCENTIVES

Higher education reform: influence on humanities research

A formal framework for higher education reform is provided by the *Higher Education Law* (12/2012), which established legislation to improve access, quality and governance (Dhanarajan, 2014, p. 6). The preamble confirmed the centrality of tertiary education and science and technology to national development and competitiveness within the context of globalisation (OECD/ABC, 2015, p. 184). Implementation of the necessary reforms has been slow, particularly in relation to institutional autonomy, which has long been

recognised as the key requisite and driver for higher quality outcomes in research and higher education (Hill and Thee, 2013; Rakhmani, 2016; Rakhmani and Siregar, 2016).

In recent years, several reforms have progressively been proposed to introduce increased institutional autonomy to academically advanced institutions. Public universities are classified according to their legal status and level of autonomy as follows: 'autonomous public universities (PTN-BH), public universities with a degree of financial management flexibility (PTN-BLU), and public universities as government implementing unit (PTN)' (Moeliodihardjo, 2014, p. 4). To date, only eleven higher education institutions have been granted autonomous status (Fauzi, 2017). The Indonesian government has devolved some authority to tertiary education institutions. Decentralisation has focused on financial and human resources decision-making, positioning institutions to manage and attract revenue from alternative sources for academic activities, including research.

The impact of reform has been limited due to concerns regarding the influence of privatisation and marketisation on student accessibility, academic values, and meeting the fundamental principle of the provision of higher education as a public service (see Susanti, 2011; Rakhmani and Siregar, 2016, p. 18). In some instances, these reforms have been revoked following legal challenge, reflecting the continuation of centralist political control instituted under the former New Order regime (1968–1998) (see Rosser, 2016, p. 110; Koning and Maasen, 2012, p. 55). Despite attempts to increase institutional autonomy, at least for elite public institutions, Indonesia's tertiary education institutions remain subject to a high level of regulation and centralised control.

Recent government reforms have also attempted to enhance competitiveness and quality by lifting restrictions on foreign, not-for-profit universities seeking to establish branch campuses, studies centres, and research centres. The Indonesian government's restrictive controls regarding partnership with local institutions, employment of Indonesian faculty, geographical location, and courses and disciplines on offer have effectively prevented foreign providers from establishing themselves in Indonesia (Rosser, 2016, pp. 126–29). New MRTHE regulations to facilitate the establishment of foreign universities in Indonesia enacted in October 2018, together with the Indonesia-Australia Comprehensive Economic

Partnership Agreement signed in March 2019 can be expected to enhance opportunities for educational partnerships between Australian and Indonesian researchers.

The Indonesian government's national priorities for tertiary education, research, and innovation are articulated within the framework of five-year national medium-term development plans. The current development plan (RPJMN 2015–2019) aims to achieve 'economic competitiveness on the basis of natural resources and the quality of human resources, and [to increase] capability to master science and technology' (OECD/ABC, 2015, p. 68). These reforms are focused on strengthening institutions (e.g., world class university rankings and accreditation results), improving human, institutional, and physical resources (e.g., staff qualifications, infrastructure, and facilities), skilling graduates, and increasing research and development (e.g., publications and prototypes).

The creation of the expanded MRTHE in 2014 represents the Indonesian higher education sector's most significant structural and administrative reform. The restructure brought together the Directorate of Higher Education from the Ministry of Education and Cultures and the Ministry of Research and Technology, creating a new ministry responsible for higher education, science, technology and innovation. The restructure has provided greater strategic and administrative direction and coordination.

The MRTHE has made quality a priority issue. It has developed key performance indicators to improve academic relevance and quality, to improve access, and to develop capacity in science, technology, and innovation in order to increase national competitiveness. In line with its five-year plan, RPJMN 2015–2019, the MRTHE developed its own strategic plan which includes measures for: increasing the quality of researchers and faculty; providing increased funding and incentives to support innovative research; and improving the national accreditation systems (Fauzi, 2017). Specific targets were established regarding the number of faculty holding PhD-level qualifications (35 per cent by 2019), the number of institutions in the top 500 world university rankings (5 by 2019), and the number of international publications (12,000 by 2019) (Directorate General of Institutional Affairs for Science, Technology and Higher Education, n.d., pp. 12–13; Fauzi, 2017). The plan also involved promoting bilateral research with international partners, including between

Australian and Indonesian universities (Universities Australia, n.d., p. 12).

The development of humanities teaching and research remains a challenge within the context of government financial constraint, growing instrumentalism coupled with increasing tuition fees, and government prioritisation of the STEM disciplines. However, public service, which remains the core principle of social responsibility inherent in all Indonesian policy and educational practices, ensures that science-driven innovation and policy-making must also incorporate the cultural, religious and social dimensions that underpin the humanities.

Structures (Ministries, Departments, Councils)

Indonesia's higher education and research systems are heavily regulated (Purwaningrum, 2014, p. 51), with the MRTHE having overall responsibility for research and higher education. It has five directorates handling the key areas of its strategic focus: the Directorate of Academic Learning and Student Affairs with responsibility for courses and programs, access and equity matters, and graduate outcomes; the Directorate for Institutional Strengthening with carriage of rankings and accreditation; the Directorate of Resources responsible for the oversight of academic staff qualifications, human resources, and infrastructure; the Directorate of Research and Development which deals with performance assessment, quality assurance, and encouraging increased research activity; and the Directorate of Innovation (Purwanto, 2016). The Ministry also coordinates six external research organisations, including LIPI, LAPAN, the Agency for the Assessment and Application of Technology, National Atomic Energy Agency, the Nuclear Energy Regulatory Agency, and the National Standards Board (MRTHE, 2015).

The Ministry of Religious Affairs is responsible for religious higher education in both public and private institutions (Directorate General of Islamic Education, n.d). The key operational departments include the Directorate of Islamic Education, which oversees 746 state and private Islamic higher education institutions; and the Agency of Research, Development, Education and Training. The Ministry has introduced scholarships for faculty from Islamic higher education institutions to undertake doctoral studies, either in Indonesia or overseas.

The National Research Council, established by the Indonesian government as an independent agency, supports research according to established research themes and priorities. The council has eight central technical committees that are largely science and technology focused (i.e., food and agriculture, energy, transportation, information and communications technology, defence and security, health and medicine, advanced materials, and social humanities). These central committees are supported by Regional Research Councils. Strategies and targets are detailed in its National Research Agenda 2016–2019 (Dewan Riset Nasional, 2016).

Research funding

Indonesia's investment in research and development has historically been low, and the level has not greatly improved since the Asian financial crisis in the late 1990s. The majority of Indonesia's tertiary education institutions do not focus on research (Logli, 2016).

Under an amendment to the country's Constitution in 2002, Indonesia is obliged to allocate 20 per cent of the national budget to education, although much of this budget has been allocated to teacher salaries (Soedijarto, 2009; Rosser, 2016, p. 123). Indonesia's government expenditure on education as a percentage of gross domestic product (GDP) is low (3 per cent in 2013) compared to neighbouring Malaysia (6 per cent), Australia (5 per cent), Japan and Hong Kong (4 per cent) (UNESCO Institute for Statistics, n.d.). Similarly, government expenditure on tertiary education (0.6 per cent of GDP in 2013) is low in comparison to regional neighbours Malaysia (2.1 per cent), Hong Kong (1.5 per cent), and Australia (1.4 per cent) (UNESCO Institute for Statistics, n.d.).

Public tertiary education institutions are heavily reliant on government recurrent and development funding, while private tertiary education institutions are predominantly reliant on revenue from tuition fees (Wicaksono and Friawan, 2011, p. 182; Rakhmani and Siregar, 2016, pp. 19–21). While most government funding for tertiary education and research is allocated to public tertiary education institutions, limited funding has been allocated in recent years to Islamic institutions administered under the Ministry of Religious Affairs (Moeliodihardjo, 2014, p. 6). The Indonesian government and some Indonesian universities have established research grant schemes and introduced other forms of

research support to enhance research activity and publication output. Government research funding includes centralised competitive grant schemes and decentralised research performance-based, block grant funding (Rakhmani and Siregar, 2016, p. 20). Funding is also available for international conference attendance mobility grants, a sabbatical scheme for senior faculty, and bonus payments for international publications (Ford, 2012, pp. 30–31).

Unlike many other Asian countries, industry contribution to research and development is very low (OECD/ADB, 2015, p. 203). International philanthropic foundations, such as the Ford Foundation, have contributed substantially to humanities and social sciences research in Indonesian universities, particularly in the area of arts and culture. Insufficient and unequal funding has been identified as a major barrier to increasing international research collaboration between Indonesia and Australia (Universities Australia, n.d., p. 15).

HUMANITIES RESEARCH OUTPUTS

Research output from Indonesian universities is comparatively low, with the leading fifteen universities accounting for 85 per cent of all publications (Royono and Rahwidiati, 2013, p. 181). In addition to insufficient government investment in the nation's research and development sector, low publications output has been attributed to a range of factors. The proportion of faculty holding PhD qualifications is very small (OECD/ADB, 2015, p. 214). In addition, faculty have heavy teaching loads, and poor employment conditions encourage faculty to supplement income by performing contract research for external agencies. While the imperative to publish internationally has increased in recent years, high-level research and English language skills represent significant barriers, and most humanities scholarship continues to be published in local outlets and predominantly in the Indonesian language.

The number of Indonesia's internationally indexed, English-language humanities research publications has grown from a very low base of seven in 1996 to 173 in 2014, bringing the total number of publications to 639 during this period (SCImago Journal & Country Rank [SJR], 2016). Indonesia's humanities publications are concentrated in language and linguistics, religious studies, history, and literature and literary theory (SJR, 2016) (**Table 3**).

TABLE 3 Humanities Publications by Subject Categories, Indonesia (1996–2014)

Subject Category	1996	2014
Language and Linguistics	—	32
Religious Studies	—	12
History	—	8
Literature and Literary Theory	—	8
History and Philosophy of Science	4	6
Conservation	—	3
Philosophy	1	3
Archaeology (Arts and Humanities)	—	2
Visual Arts and Performing Arts	—	2
Music	—	—
Museology	—	—
Classics	—	—
Arts and Humanities (Miscellaneous)	2	107
	7	173

Source: SCImago Journal & Country Rank, 2016.

The total number of citations for this period is 6497 (h index = 40). Indonesia’s contribution towards total humanities publications in the region remained less than 1 per cent until 2012, growing to 2 per cent in 2014. Indonesia’s contribution globally, while growing, remains negligible (0.2 per cent) (SJR, 2016).

INTERNATIONAL ENGAGEMENT

The MRTHE encourages internationalisation, principally through joint program delivery (such as joint or double degrees, or credit transfer), staff and student mobility, and international research collaboration. Key internationalisation strategies at the institutional level include the development of international programs of study, particularly at masters level, and an overt international presence including English-language websites, aspiration to ‘world class’ status, curriculum reform, and recruitment of international students (Logli, 2016). Many Indonesian faculty have completed advanced degrees overseas, most notably in Australia and the United States, and have returned to leading positions in Indonesian tertiary education institutions (Logli, 2016). The government has invested heavily in upgrading staff qualifications, and the number of faculty holding masters and PhD qualifications has increased through both in-country and overseas training. In 2015 the Indonesian Endowment Fund for Education provided 3616 scholarships for masters and doctoral studies, with 67 per cent of available funding

allocated for overseas study (Fauzi, 2017). Australia, the United States, Malaysia, Germany, and Japan are the preferred destinations for international students, and preferred partners for international collaboration (Logli, 2016, p. 577). Irandoust (2014) suggests that reforms to restrictions imposed during Suharto’s rule are required to support internationalisation, principally including the introduction of student visas for foreigners, and provisions enabling the appointment of foreign faculty to Indonesian tertiary education institutions.

Inbound and outbound students

Inbound

The Indonesian tertiary education system caters for only a small number of inbound international students (7235 in 2012). The majority of these students are from East Asia and the Pacific (UNESCO Institute for Statistics, n.d.). Inbound international students are predominantly enrolled in medical science, pharmaceutical, engineering, social sciences, and Indonesian language programs (Logli, 2016). The Australian non-profit organisation, the Australian Consortium for In-Country Indonesian Studies (ACICIS), established in 1996, supports Australian students undertaking study at leading Indonesian universities. ACICIS currently has a membership of twenty-four Australian and two international universities. In addition to its core semester

programs in Indonesian language, teacher education, development studies, and field research, ACICIS has expanded its range of short-term and semester-long programs with support for student mobility from the Australian government's New Colombo Plan. It now offers programs at nine Indonesian host universities, including short-course professional practicums in a range of fields, including in business, agriculture, creative arts and design, journalism, law and public health.

Between 2013 and 2015, Indonesia was the fastest-growing destination for Australian university students pursuing learning abroad experiences, expanding by an average of 56 per cent, in contrast to the 16 per cent growth in the Australian annual outbound cohort as a whole. Data from the Australian Universities International Directors Forum shows that Indonesia ranked as one of the top five study abroad destinations for Australian university students in 2015. On average, Indonesia was the fourth most popular study abroad destination for Australian university students (up from sixth in 2014 and thirteenth in 2013) with 1675 students undertaking a 'learning abroad' experience in Indonesia. This placed Indonesia behind the United States (4769 students), China (3524 students) and the United Kingdom (3304 students) (ACICIS, 2016).

Outbound

The number of Indonesian outbound international students is comparatively low (37,500 in 2015), but the British Council and Oxford Economics (2012) estimate that the number of internationally mobile Indonesian students will rapidly grow, and that Indonesia will rank highly in the international education market. Key destinations for Indonesia's outbound international students include Australia, the United States, and Malaysia (UNESCO Institute for Statistics, n.d.). Australia remains the preferred destination for Indonesia's outbound international students (Logli, 2016; Sheridan, 2016), largely because of geographical proximity (Clark, 2014). In 2015, 11,700 Indonesian students enrolled in higher education programs in Australia (Department of Education and Training, 2016). The Australian government has sought to increase this number by sponsoring Indonesian international students through the New Colombo Plan, Australia Awards, and Endeavour scholarships and fellowships (Department of Education and Training, 2015a).

Scholarly collaboration

Shifts in Indonesian government higher education policy and an enhanced willingness to enter into bilateral free trade agreements has encouraged greater international teaching and research engagement. Many universities, both public and private, have well-developed international agendas. There are well-established Australian, European (Dutch, German, French, and Scandinavian) and Asian (Japanese, Korean, and Chinese) institutional and government ties to Indonesia. The American Institute for Indonesian Studies, established in 2012, has an office in Jakarta and provides fellowship funding for collaborative exchanges between Indonesian and United States researchers. Nevertheless, many Indonesian universities remain relatively isolated from regional and international mainstreams. Relatively low levels of English proficiency also impede collaboration and co-publication (Hill and Thee, 2013, p. 167).

Research in all disciplines in Indonesia, including the humanities, tends to look inward, to focus on research topics that relate directly to the Indonesian context and to national priorities and goals, and tends to emphasise the crucial importance of service to the public good. This focus restricts engagement with broader international disciplinary agendas and consequently continues to have an impact on international competitiveness, quality, and autonomy. For this reason, most collaboration in the humanities involves a relatively small group of international Indonesianists. The expansion of international collaboration is crucial for Indonesian researchers, and the outlook for increased opportunities in the future is favourable.

Australia-Indonesia collaborations

The Australian government is a key player in capacity-building in Indonesia, and is supporting collaborative partnerships through initiatives such as the Knowledge Sector Initiative, which aims to strengthen the Indonesian knowledge sector, including through support for research funding, such as the Indonesian Science Fund, established by the Indonesian Academy of Sciences (Knowledge Sector Initiative, n.d; Indonesian Science Fund, n.d).

The Australia Indonesia Centre, based at Monash University, was established in 2014 as a joint initiative of the Australian and Indonesian governments. It comprises a consortium of Australian universities (including the Australian National University [ANU], Monash University,

the University of Melbourne, and the University of Sydney), and a newly-established network of research institutions (including the University of Indonesia, Gadjah Mada University, Hasanuddin University, Airlangga University, Bandung Institute of Technology, Sepuluh Nopember Institute of Technology, and Bogor Agricultural College). The Centre aims to promote greater understanding and cultural awareness, and to undertake collaborative research focused on health, food, energy, and infrastructure. Part of its mission is to promote greater understanding and cultural awareness between the two countries. Its Australia Indonesia Essay Series explores society, culture, and politics in Australia and Indonesia.

Formal institution-to-institution agreements between Australian and Indonesian partners predominantly focus on academic research collaboration and staff exchanges, with fewer agreements emphasising student exchange, short-term and other mobility programs, or study abroad (Universities Australia, 2016). ACICIS plays the dominant role in the provision of student mobility programs for most Australian universities. A recent Universities Australia survey revealed that 251 academic and research collaborations and a further 128 staff exchange agreements were in place across 34 Australian universities in 2016, compared with just 105 in 2007 and 155 in 2012 (Universities Australia, 2016). Australian-Indonesian research collaborations have emphasised energy, infrastructure, food and agriculture, and health as topics of central importance (Dimiyati, 2015). A number of barriers identified which have an impact on these partnerships include ‘insufficient and unequal funding, regulatory burden and differences in the Australian and Indonesian research cultures’ (Universities Australia, n.d., p. 6). Other factors include different incentives and pressures to publish in international English-language journals, knowledge of the Indonesian language and norms, research capacity, and resources (Brennan, 2013, p. 2).

Australia’s capability in Asia-related subject expertise and its international research strengths in a range of core disciplinary areas are well-documented, including in the humanities where Australian researchers have a long and deep interest in Indonesia. These fields include languages and linguistics, literature, history, anthropology, gender studies, politics, economics, and development studies. A recent Australian Council of Learned Academies study on Australia’s engagement with Asia, *Smart Engagement with Asia: Leveraging*

Language, Research and Culture (Ang et al., 2015) highlighted just how crucial languages, collaboration, and cultural capabilities are to establishing and maintaining deep, long-term engagement.

The Australian Academy of the Humanities (AAH) 2013 *Survey of the International Collaboration of Fellows* identified a number of research-based collaborations involving AAH Fellows and faculty in Indonesia. Indonesian partners include the University of Indonesia, Andalas University (West Sumatra), Udayana University (Bali), Eijkman Institute of Microbiology (Jakarta), and the Bali Archaeology Bureau, Denpasar. Funding had been secured by AAH Fellows for research from the Indonesian Arts Institute (Institut Seni Indonesia, Padang Panjang), Syiah Kuala University (Aceh), and the Aceh Reconstruction Authority. Collaborative activities have also involved fieldwork (ethnomusicological, cultural and media studies), joint performing arts projects and membership of associations (e.g., International Centre for Aceh and Indian Ocean Studies).

In addition to individual research that characterises most humanities scholarship, several Australian universities have partnerships in place with Indonesian tertiary education institutions. Some of these arrangements are longstanding, such as ANU’s economic ‘Indonesia Project’ that recently celebrated its fifty-year anniversary. This project has facilitated successful Australia-Indonesia collaborations including academic publications (e.g., Indonesia Update Series and the *Bulletin of Indonesian Economic Studies*). The ANU administers the Anthony F. Granucci Fund that supports Indonesian and Timor Leste nationals to undertake archaeological research. Other examples include the Centre for Archaeological Science at the University of Wollongong leading excavations of the Indonesian cave site of Liang Bua in western Flores, where *Homo floresiensis* (the ‘hobbit’) was discovered in 2003 (see Goldie, 2016). The University of Wollongong team has undertaken further archaeological research involving excavations in the Soa Basin of Flores, Indonesia. This research involves Indonesian students undertaking research studies at the University of Wollongong, and Indonesian students from the Geological Survey Institute of Bandung. Murdoch University’s Asia Research Centre has an Indonesia Research Programme with research ranging across the social and life sciences.

CONCLUSION

Indonesia is Australia's closest Asian neighbour, and bilateral relations between the two countries are strategically important (see Chen et al., 2014). Indonesia's tertiary education system is large and diverse. As a developing country with rapidly increasing secondary education participation, the tertiary education system is growing quickly. The system is differentiated by the involvement of a large number of private higher education providers, including Islamic and other religious institutions as dominant players in the tertiary education system. Indonesia's research activity and number of internationally indexed, English-language research publications is low, as the research system faces funding constraints, faculty employment conditions which privilege contract research (across multiple universities or for external agencies), and small numbers of faculty holding doctoral qualifications.

A series of reports has highlighted the need for substantial improvements in academic and institutional quality, as well as for reforms to funding and the regulatory environment, if Indonesian universities are to achieve appropriate standing in terms of size, impact and quality regionally and globally (Hill and Thee, 2013, pp. 171–72; The World Bank Group 2014; OECD/ADB, 2015.) Following an extended period of authoritarian rule, the tertiary education system has been subjected to a range of controversial decentralisation and marketisation reforms over the last decade that impact institutional autonomy and academic freedom. Despite these reforms, institutions remain close to government and heavily influenced by state Pancasila philosophy. Government reforms prioritise science and technology, rather than the humanities and social science disciplines. Despite Indonesia's strategic position, globalisation and internationalisation have only recently pressured Indonesia's tertiary education institutions to pursue potential global partners actively. In the first instance, this has translated into teaching-related collaborations; however, government and institutional interest is growing in international research collaboration and enabling foreign institutions to establish in-country footprints.

Indonesian universities rank poorly in global university rankings systems. However, there are notable examples of humanities research activity at universities such as the University of Indonesia and Gadjah Mada University, along with the Indonesian Institute of Sciences' Center

for Humanities and Cultural Research. There are also pockets of excellence in a number of other public and private universities. Indonesia's humanities research capacity is concentrated in languages and linguistics, history, and religious studies. As a former Dutch colony with a rich and diverse languages landscape, Indonesia has teaching and research capability in Asian and select European languages, principally including Bahasa Indonesia and other Indonesian languages, Japanese, Korean, Dutch, and English. Indonesia's philosophy and religion teaching and research encompasses Pancasila studies, Islamic studies and other Indonesian religions. The projected growth of Indonesia's Islamic universities, and centrality of Islamic studies in other tertiary education institutions such as Gadjah Mada University and Muhammadiyah University, should position Indonesia well in terms of collaborations concerning Islamic studies.

Indonesian tertiary education institutions also have capability in Asian studies focused on Indonesia and more broadly, Southeast Asia and the Pacific, as well as China, and East Asia (Japan and Korea). Arabic studies and area studies complement this Asia-focus, with particular attention given to the Netherlands, Britain, France, Germany, and Russia. In archaeology and cultural heritage, leading examples of teaching and research include the University of Indonesia's Archaeology Laboratory and Simulation of Prehistoric Sites, and the Indonesian Institute of Sciences. Australian universities have undertaken research in Indonesia, including several projects in archaeology, history and literature funded through the Australian Research Council. Indonesia's tertiary education institutions also have teaching and emerging research capacity in cultural and communication studies. Indonesia's artistic traditions are well illustrated by the focus on regional languages and cultures at a number of leading institutions including the University of Indonesia, Gadjah Mada University, Udayana University, and Institutes of the Arts in Java and Bali, as well as in fine art, craft, interior design, and product design at the Bandung Institute of Technology and Brawijaya University.

Student enrolment in humanities programs at the tertiary education level is very low, as is humanities research output in international research publications. Other than pockets of excellence, Indonesia's humanities teaching and research will struggle to develop within a context of government financial constraint, growing instrumentalism coupled with increasing tuition fees, and lack of

government policy attention. Against this backdrop, Australia's involvement may well best focus on strengthening and leveraging existing relationships with leading Indonesian tertiary education institutions, researchers and related organisations particularly those involved in languages and linguistics, Islamic studies and archaeology.

Educational diplomacy is an important driver of the crucial people-to-people relationships on which enhanced research collaboration depends. Approximately 10,000 Indonesian students have been supported to study at Australian universities since the 1950s. Indonesian students remain the largest category of beneficiaries of Australian aid (Department of Education and Training, 2015b; Deloitte Access Economics, 2016). Alumni of

Australian universities, who often become research and teaching academics and leaders in key universities and in business and government in their home countries, maintain professional and personal links. This network remains crucial to enhanced collaboration between Indonesia and Australia.

As Indonesia's research capabilities increase, Indonesia is likely to become an increasingly important partner for researchers at Australian universities. In spite of the challenges there are now pockets of excellence and fruitful collaborative ventures. In time, future opportunities for collaboration will continue to increase. The doors to broader collaboration and engagement stand wide open.

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APPENDIX A

KEY INDICATORS, COUNTRY

Geographical location	Southeast Asia, archipelago located between the Pacific Ocean and Indian Ocean [^]
Economy	Services (45%), industry (41%), agriculture (14%) (2015 estimate) [^]
Population	258.3 million (July 2016 estimate) [^]
Official language	Bahasa Indonesia
Ethnicity	Banjarese 2%, Balinese 2%, Acehnese 1%, Dayak 1%, Sasak 1%, Chinese 1%, other 15% (2010 est.) [^]
Religions	Muslim 87%, Christian 7%, Roman Catholic 3%, Hindu 2%, other 1% (includes Buddhist and Confucian), unspecified 0.4% (2010 est.) [^]
GNI per capita (2011 PPP\$)	9,788 [#]
Human Development Index	0.531 (1990)
	0.684; ranked 110 (2014) [#]
Population density	142.2 people per square kilometre [*]

Sources: [^]Central Intelligence Agency, n.d. [#]United Nations Development Programme, 2015, pp. 209, 213.

^{*}The World Bank Group, 2016.

Abbreviations: GNI = gross national income; PPP = purchasing power parity

APPENDIX B

UNIVERSITY RANKINGS, COUNTRY (ARWU, QS, THE)

Academic Ranking of World Universities (ARWU) 'top 500' 2016			Quacquarelli Symonds (QS) World University Rankings 2016-2017		Times Higher Education (THE) World University Rankings (Asia University Rankings 2016)	
Country Rank	Institution	World Rank	Institution	World Rank	Institution	Asia University Ranking
—	—	—	Universitas Indonesia	≈325	University of Indonesia	181-190
			Bandung Institute of Technology	401-410		
			Gadjah Mada University	501-550		
			Airlangga University	701+		
			Bogor Agricultural University	701+		
			Diponegoro University	701+		
			Institute of Technology Sepuluh Nopember	701+		
			Universitas Muhammadiyah Surakarta	701+		
			Brawijaya University	701+		

Source: ShanghaiRanking Consultancy, 2016; Quacquarelli Symonds (QS), 2016; Times Higher Education (THE), 2016.

