

UNAI is Towards an Excellent Adventist University within the Southern-Asia Pacific Division (SSD) in 2020

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Abstract

This paper reviews some historical events and progress achieved by UNAI, or its previous names, since its beginning in 1949 and what should be done to achieve its current vision, i.e. to be an excellent university in the fields of Teaching, Research and Community Service in Southern Asia-Pacific Division (SSD) region, based on the Philosophy of Adventist Education, by the year 2020. Originally, Universitas Advent Indonesia was started as a training school which was intended to train gospel workers for the Seventh-day Adventist Church. In 1942, the World War II forced the Church organization to temporarily close the school. After the war the school was reopened in 1948 with a new name, "Indonesian Union Seminary" (IUS) and teacher training was then added. One year later, on August 19, 1949, the school was promoted to a junior college level, a two year program beyond Senior High School. It was the year 1949 considered as the birth date of UNAI, which is now already 66 years old, which makes UNAI become the oldest Adventist higher education in Indonesia. Since its first graduation in 1951, where 5 students of two year diploma in Education were graduated, there have been 10253 students graduated by UNAI. With the current students enrollment of 2000, and with 14 study programs, UNAI is expected to graduate averagely around 500 students every year within the next four years. Although the current number of study programs remains the same, but it is expected that after the next eighth decade the total number of graduate almost doubled than now. Prior to become an excellent Adventist University in 2020, UNAI has to work hard to push its faculty staff to do quality researches and publish them in international journal level, to reduce the problem of student drop out, and some other current problems.

UNAI in The Past

This paper reviews some historical events and progress achieved by UNAI, or its previous names, since its beginning in 1949 and what should be done to achieve its current vision. In this introduction is given briefly the history of Universitas Advent Indonesia (UNAI) from its beginning. In the second part the present condition of UNAI is summarized. Then in the third part is explained what to do to achieve UNAI vision.

Originally, Universitas Advent Indonesia was started as a training school opened in Cimindi Bandung in 1929 named as *Opleiding School der Advent Zending* (OSdAZ). This school was intended to train gospel workers for the Seventh-day Adventist Church. As the school

grew it then moved to Gadobangkong Cimahi 1938. However, due to the World War II, Church organization was forced to close the school in 1942.

After the war the school was reopened in 1948 with a new name, Indonesian Union Seminary (IUS) and a teacher training was then added, One year later, on August 19, 1949, the school was promoted to a junior college level, a two year program beyond Senior High School and the campus was moved from Gadobangkong Cimahi to Parongpong (where UNAI is now located). It was the year 1949 considered as the birth year of UNAI, which is now already 66 years old, which makes UNAI become the oldest Adventist higher education in Indonesia.

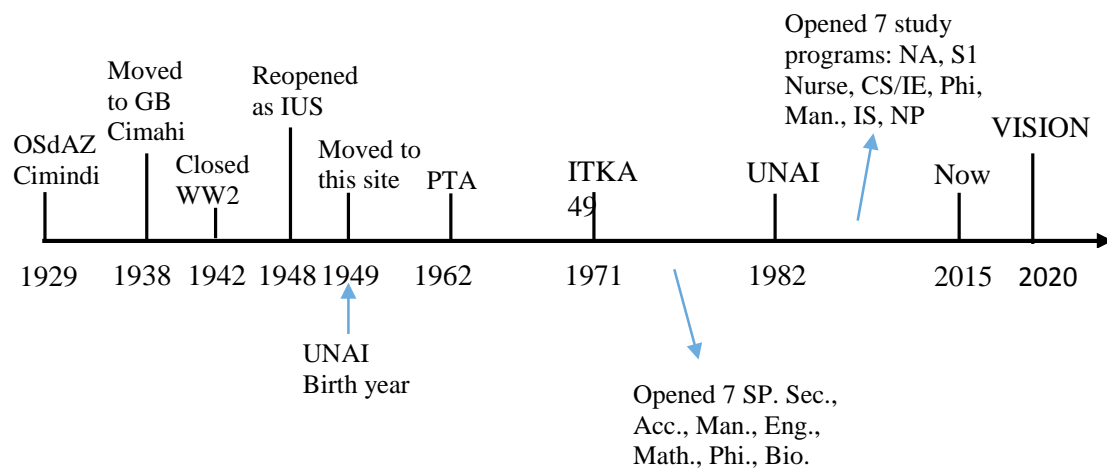


Figure 1. The time line of UNAI history.

Then in 1962 was introduced a three year bachelor degree program with three Faculties: Philosophy, Teacher Training and Education Science, and Business Administration, and the name “Indonesian Union Seminary” was changed to become Perguruan Tinggi Advent (PTA). Due to the government regulation the three year bachelor degree program was changed to be a four year degree program in 1963, which is equivalent to a bachelor degree in overseas.

As the institution developed, the name was again changed to become Institut Teologia & Keguruan Advent (ITKA) in 1971. This name was again changed in 1982 as Indonesian Government through the ministry of Education and Culture published a decree letter No. 0338/0/1982 dated 2 November 1982 to approve the name of ITKA to become Universitas Advent Indonesia (UNAI). Prior to this change the Faculty of Mathematics and Natural Science, with one study program called Biology was opened in 1979. Then a Nursing academy was then opened in 1982. UNAI kept developing, and in 2001 was opened a post-graduate program with study program Philosophy, and later on in 2007 another a post-graduate study program in management was opened. The

faculty of Information Technology was introduced in 2006 with two departments, Informatics Engineering and Information System. The Informatics study program was initially named as computer science, opened in 1998 under the faculty of Mathematics and Natural Science.

Currently, Universitas Advent Indonesia consists of 6 faculties and postgraduate program with 14 study programs, given in table 1 below.

In every decade at least one study program was opened. But for the seventh decade (2011-2020) not even one study program is opened yet. Hopefully before the end of this seventh decade at least one study program will be opened.

Table 1. The Faculties and Study Programs in UNAI

| No | Faculty | Study programs (now) |
|----|-----------------------|--|
| 1 | Education | Mathematics Education, & English Education |
| 2 | Philosophy | Philosophy |
| 3 | Economy | Accounting, Management & Secretary |
| 4 | MIPA | Biology |
| 5 | Nursing | S1 Program, D3 Program and Nurse Profession |
| 6 | Post-Graduate Program | Philosophy and Management |
| 7 | IT | Informatics Engineering and Information System |

Table 2. Number of alumni from 1951 up to 2015.

| Decade | Number of graduation |
|--------------|----------------------|
| 1951-1960 | 173 |
| 1961-1970 | 280 |
| 1971-1980 | 881 |
| 1981-1990 | 1321 |
| 1991-2000 | 2175 |
| 2001-2010 | 3352 |
| 2011-2015 | 2266 |
| Total | 10253 |

The number of graduation increases significantly from decade to decade. The first alumni in 1951 was 5, but in May 2015 UNAI graduated 461 students. In very significant increase is due to the number study program from only 1 in the beginning

to become 14 in the last 9 years, and due to the significant increase in the number of new students. It took 26 years to have the first 1000 alumni, while now it can be achieved in two years.

Table 3. Number of alumni from 1951 up to 2015

| Faculty | Number of graduation | % graduation | First Year graduation | Current students (%) |
|------------------------|----------------------|--------------|-----------------------|----------------------|
| Education | 769 | 7.5 | 1951 | 6.4 |
| Philosophy | 823 | 8.0 | 1952 | 4.2 |
| Economy | 4990 | 48.7 | 1958 | 48.5 |
| Nursing | 3124 | 30.5 | 1970 | 27.8 |
| MIPA | 175 | 1.7 | 1983 | 2.8 |
| Information Technology | 193 | 1.9 | 2003 | 9.5 |
| Post-Graduate Studies | 179 | 1.8 | 2007 | 5.1 |

| | | | | |
|--------------|--------------|------------|--|--|
| Total | 10253 | 100 | | |
|--------------|--------------|------------|--|--|

UNAI alumni is dominated by the faculty current students (48.5%). The second of economy (48.7%). Interestingly this biggest alumni belong to faculty of figure is comparable to the percentage of Nursing (30.5%). However, since the number of students in Nursing tends to decrease within the last four years, the current student percentage is less than the percentage of alumni. The faculty of Information Technology has nearly 2% of the total alumni, however, it will increase year to year since IT faculty are now the third largest faculty in terms of student number.

UNAI at the Present

The existence of UNAI strongly depends on the number of students enrolled. Within the last seven years the number students coming to UNAI increase quite significantly. In the

table 4 is shown the number of students in each Faculty in the last five academic year (2011/2012 to 2015/2016). The total number of UNAI students increase from year to year, due to the increase of the students in the Faculty of Economics and Post-graduate program. Although the number of students in faculty of Nursing decrease gradually from year to year but the decrease is less than the increase in both Faculty of economy and post-graduate program, while the number of students in other faculties are fluctuating slightly.

Although the number of students increase from year to year, but the percentage of increase tend to decrease from 9.8% in 2011/2012 to 4.3% in 2015/2016, and in 2013/2014 it was not an increase, but it was a decrease.

Table 4. Number of students in 2011/2012 until 2015/2016.

| Faculty | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 |
|----------------------------------|--------------|--------------|---------------|--------------|--------------|
| Economy (3 study programs) | 653 | 763 | 796 | 892 | 935 |
| Nursing (3 study programs) | 646 | 651 | 571 | 564 | 535 |
| IT (2 study programs) | 186 | 182 | 190 | 166 | 184 |
| Education (2 study programs) | 112 | 122 | 122 | 127 | 124 |
| Philosophy (1 study program) | 67 | 81 | 76 | 73 | 81 |
| MIPA (1 study program) | 37 | 43 | 38 | 39 | 54 |
| Post-graduate (2 study programs) | 20 | 10 | 18 | 67 | 98 |
| Total | 1721 | 1851 | 1811 | 1928 | 2011 |
| Increase (decrease) | 9.8% | 7.6% | (2.2%) | 6.5% | 4.3% |

Feeder Schools

UNAI is very convinced that we will not be lack of students, since there are so many feeder schools in West Indonesia Union Mission. There are at least 26 Senior high

Schools in West Indonesia Union Mission (WIUM) which produce candidate students to UNAI, which graduate at least 1000 students every year. 22 Schools are located in Sumatra

and Java islands (85%), while 4 schools (15%) are located in Kalimantan and Nusa Tenggara. This figure is comparable to percentage of new students in UNAI enrolled in 2014/2015 and 2015/2016, where 84.5% of students coming from Sumatra (42.5%) and Java (43%).

Although we have Surya Nusantara.

Adventist College in Pematang Siantar Sumatra, but most of students graduated in Sumatra Adventist Schools prefer to come to UNAI than to Surya Nusantara

Adventist College. Besides those schools, there are other schools that belong to Adventist Church member, feed some students coming to UNAI.

Every year UNAI promotion team visits each of these schools. Based on our surveys to our new student batches 2014 and 2015, we get some interesting facts about how the new students decided to come to UNAI, or which promotion influencing them to choose UNAI

to study. According to the surveys:

- a) 56% of them come to UNAI by mouth to mouth promotion (through family, relatives or friends),
- b) 19% of them come to UNAI by direct promotion to schools,
- c) 14 % by promotion in Churches,
- d) 7% by internet promotion,
- e) 4% by other promotions.

In the last two academic years, 87% of the new students are Adventists, but only 56% of the new students coming from Adventist Schools. This means that there are 31% of the Adventist students graduated from non-Adventist high schools. The good news is that although some students do not prefer to go to Adventist schools in secondary levels, but they choose UNAI to study.

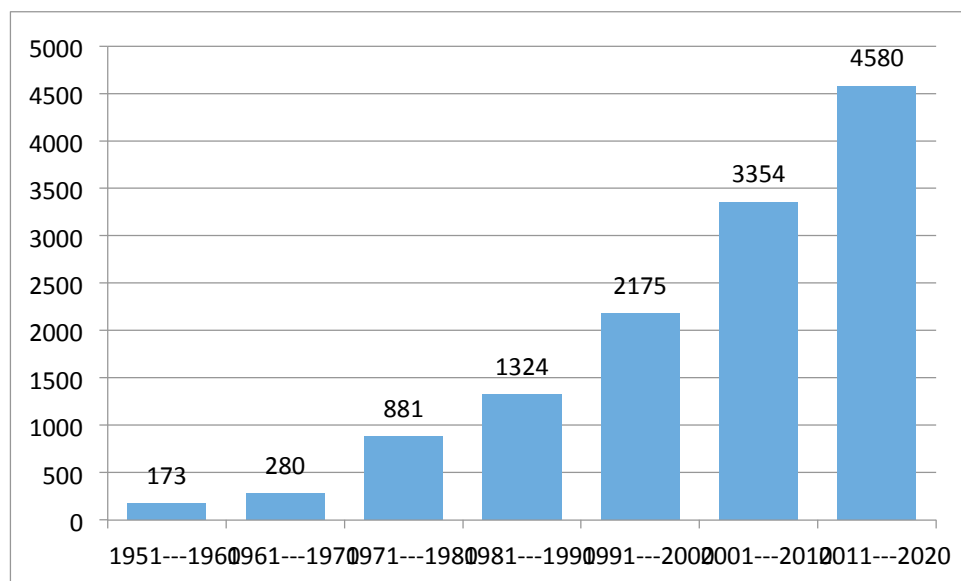


Figure 2. The plot of UNAI alumni data given in Table 2.

Next Graduation

In table 2 has been shown the number of alumni in every decade. It is very interesting to estimate the number of graduation after 2015 or even for the next eight decade (2021-

2030). In figure 2 is shown a plot data given in table 2. For the seventh decade (2011-2020), since graduation so far were only 5 years (times), so that the data of graduation for the next 5 years is based on an estimation.

Based on the data shown in table 4, the average increase of total students within the last four years is 4%, and if this percentage is the same with the percentage increase of graduation within the next 5 years then for the next five years UNAI will produce 2514 graduation in total, then for the seventh decade the total graduation will be 4580. From the plot in figure 2 it can be found a best fitted line representing the data. And from the fitted line it can be estimated the data of graduation for the next decade.

The plot in figure 2 is not a linear line, rather a square line. By fitting method, we can find a best fitted square line as: $y=110.67x^2 - 147.26x + 199.43$, where y = number of graduation, and x = time/decade. Based on this equation, it can be predicted the number

of graduation for the eight decade ($x = 8$) is 6104, or the average number of graduation in every year for 2021 until 2030 is 610.

Human resource

In table 5, 6, 7, 8, 9 and 10 are given the data of full-time workers, teaching staffs, the academic degree, academic rank from government, local (mission) academic rank, and lecturer certification from government respectively. With the current student number (2011 students), the ratio between students and full-time workers (teaching and non-teaching) is 16.2, while the ratio between students and full time teaching staffs (including full-time volunteers) is 23.4.

Table 5. Full-time workers in UNAI

| Status | Percentage |
|-----------------|------------|
| Teaching | 65.6 |
| Non-teaching | 31.1 |
| Volunteers (FT) | 3.3 |
| Total | 100 |

Table 6. Teaching staff

| Status | Percentage |
|-----------------|------------|
| Full-time | 76.9 |
| Part-time | 17.3 |
| Volunteers (FT) | 5.8 |
| Total | 100 |

Table 7. Full time Teaching staff Education

| Status | Percentage |
|---------------|------------|
| Doctoral (S3) | 30.0 |
| Upgrading S3 | 12.5 |
| Masteral (S2) | 50.0 |
| Upgrading S2 | 6.3 |
| Sarjana (S1) | 1.2 |
| Total | 100 |

Table 8. Academic Rank from Indonesian Government

| Status | Percentage |
|---------------|------------|
| None | 18.7 |
| Asisten Ahli | 37.5 |
| Lektor | 37.5 |
| Lektor kepala | 3.8 |
| Guru Besar | 2.5 |
| Total | 100 |

Table 9. Local Academic Rank (Adventist Organization)

| Rank | Percentage |
|-----------------|------------|
| Instructor | 16.5 |
| Assistant Prof. | 55.7 |
| Assoc. Prof | 17.7 |
| Professor | 10.0 |
| Total | 100 |

Table 10. Lecturer Certification from government

| Status | Percentage |
|-------------------|------------|
| None | 41.2 |
| In process (2015) | 5.0 |
| Certified | 53.8 |
| Total | 100 |

Every full time lecturer needs to be certified by government, through department of education and culture, and after passing certification the lecturer will receive monthly stipend from Indonesian government, in addition the salary paid by UNAI. Currently 53.8% of UNAI active lecturers have been certified, 5% are still in process, and the rest (41.2%) are waiting for certification in the near future.

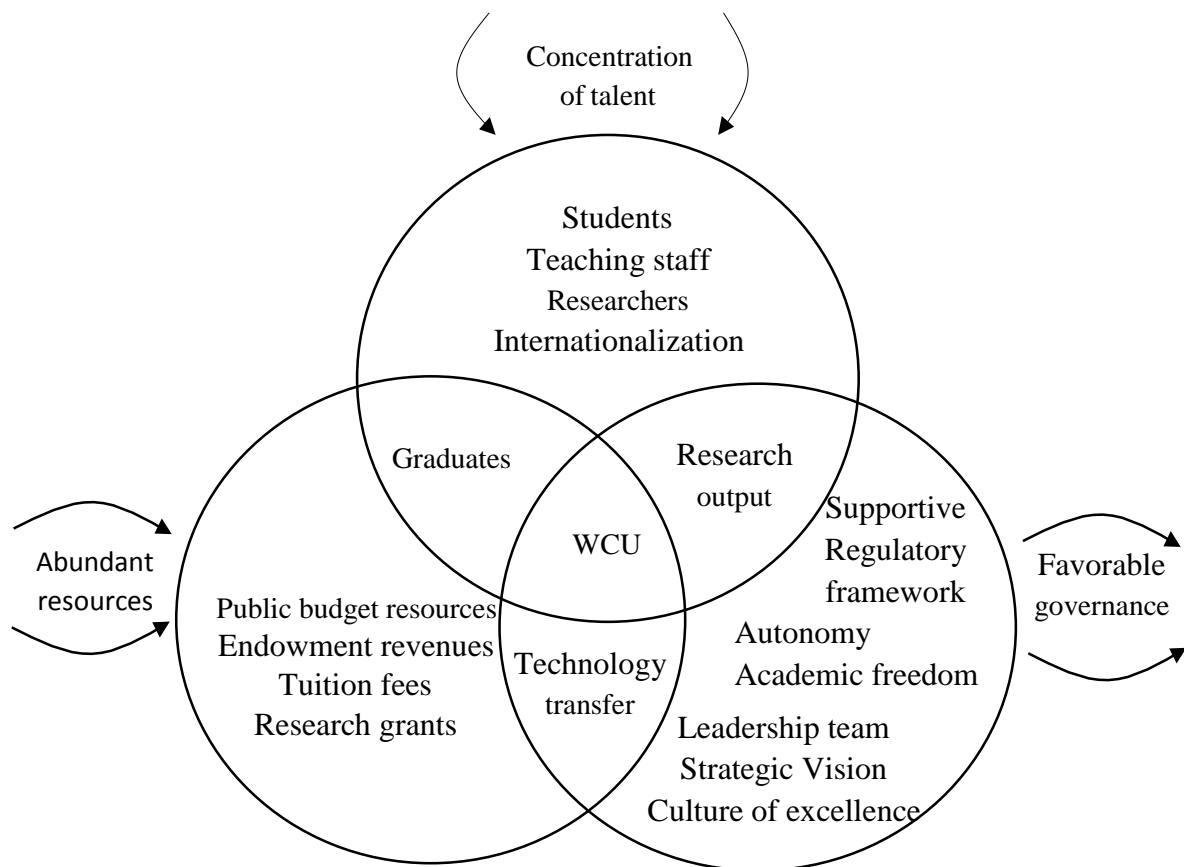
One of the reasons for Indonesian government to give incentive money to every certified lecturer is to improve the quality of research and publication of the lecturer. Unfortunately, Prof. Abdul Hakim Halim (the Coordinator of Private Higher Education in West Java and Banten) mentioned in one occasion that the fact shows that the correlation between giving the incentive and the research productivity is even negative. The money received by the certified lecturer successfully changes the life style of the

lecturer, not his/her research productivity.

UNAI is towards its vision

World-Class University

In general, either in Adventist or nonAdventist higher education institutions there are three outputs to achieve: quality graduate, research output and technology transfer. These outputs are determined by the synergy between abundant resources, concentration of talented people and favorable governance. In figure 4 is shown the synergy between the concentration of talent, abundant resources, and favorable governance to become a world class university (WCU). Every excellent university normally concentrates on the superior results of graduates, leading-edge research, and technology transfer governance (Salmi, 2009)



These results are essentially attributed to three complementary sets of factors (Salmi, 2009):

- a) a **high concentration of talent** (students, faculty staffs and researchers),
- b) **abundant resources** to offer a rich learning environment and to conduct advanced research, and
- c) **favorable governance** features that encourage strategic vision, innovation, and flexibility and that enable institutions to make decisions and to manage resources without being encumbered by bureaucracy.

Adventist Education

Adventist education imparts more than academic knowledge. It fosters a balanced development of the whole person—spiritually, intellectually, physically, and socially. It is to restore in man the lost image of God.

There are 8 key components of Adventist education based on the education policy FE05, FE10, such as The Student, The Teacher, Knowledge, Curriculum, Instruction, Discipline, School life and Assessment (-----, 2003).

Although facilities and finance matters are listed as parts of the key components, it does not mean that these two parameters are not important in Adventist Education point of view.

The student is the primary focus of the entire educational effort and should be loved and accepted, since she or he is God's child. The purpose of Adventist education is to help students reach their highest potential and to fulfill God's purpose for their lives.

The teacher holds a very central role to achieve student's goal. Ideally, the teacher should be both a committed Adventist Christian and an exemplary role model of the Christian values and professional competencies. Adventist Education defines intellectual or scientific point of view. **knowledge** more broadly than just True knowledge involves cognitive, experiential, emotional, relational, intuitive, and spiritual elements. A true knowledge leads to a better understanding, wisdom and

appropriate action.

The **curriculum** will promote academic excellence, a balanced development of spiritual, intellectual, physical, social, emotional, and vocational realms. All areas of study will be examined from the perspective of the biblical worldview which emphasizes the integration of faith and learning.

The **instruction** in class emphasizes on all forms of true knowledge, purposefully integrating faith and learning. Instructional methodology will actively engage the needs and abilities of each student, giving opportunity to put what is learned into practice, and be appropriate to the discipline and to the culture.

The purpose of **discipline** in a Christian school is to restore the image of God in each student and to recognize the will and the work of the Holy Spirit. Discipline is meant to develop student's self-control. It is a redemptive discipline, not just a punishment.

School Life should be a balanced combination between worship, study, labor, and recreation, and relationships will characterize the total learning environment. The campus life should also be filled a spiritual environment, a spirit of cooperation, and respect for the diversity of individuals and cultures.

The Assessment in Adventist college or university should be based on an Adventist philosophy of education. Such evidence is found in the written curriculum, in teaching and learning activity, in the campus ethos, and by the testimony of students, graduates, constituents, employees, and the community at large. Assessment-whether of individuals or institutions- is redemptive in nature and always seeks God's high ideal of excellence.

Towards our vision

Our vision is to be an excellent University in the fields of Teaching, Research and Community Service in the Southern-Asia Pacific (SSD) region, based on the Philosophy of Adventist Education, by the year 2020. Being excellent means being better or more than all others of the same kind. In Southern-Asia Pacific Division (SSD) there are 16 Universities and colleges (Department of Education SDA Church,

2015).

Of these, four of them are Universities based in Bangladesh, Myanmar, Pakistan, Vietnam, Cambodia, Laos, Sri Lanka, Brunei, and Timor Leste, but these 16 institutions are located only in 6 countries.

Being excellent among the Adventist human resources, number publications, facilities, funding, accreditation level, etc.

At this step, UNAI is not thinking to compete with world class university, like Harvard University in the USA (which has an annual budget per student in 2006 was around 1 million USD (Huda, 2009), while UNAI budget in 2015/2016 per student is less 2000 USD), or even ITB in Bandung Indonesia (which has an annual budget much more than UNAI, in addition to the highly educated and productive teaching staffs). But we are to compete with Seventh-day Adventist Universities and Colleges in SSD.

We do not depend on international ranking body, namely THES (The Times Higher Education Supplement), Quacquarelli Symonds (QS) - World University Ranking, SJTU (Shanghai Jiao Tong University), Webometrics, etc., to justify which one is more excellent between us.

UNAI dreams to be better and excellent in the way we teach the students (by Integrating Faith in Learning and teaching process), to be better and excellent in the way to develop our knowledge by doing research, and to be better and excellent by serving the communities. By doing all of these, UNAI can achieve a better accreditation level either by National Accredited Body for Higher Education (BAN-PT) and

Adventist Accrediting Association (AAA).

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To be excellent, UNAI has to change. The major obstacle we are encountering are located in the Change will not take place without the general recognition within the university community that it is necessary. Part of the process of strategic planning is to get people to recognize the need for change. (Hayward, 2008). UNAI has to change the way we teach. UNAI has to change its paradigm that doing research is a must and it is the spirit of a professional lecturer, like the theme of this 3ISC. UNAI has to change the way we help and develop the communities.

Concluding Remark

The aim and mission of Adventist education prepares students for a useful and joy-filled life, fostering friendship with God, whole-person development, Bible-based values, and selfless service in accordance with the Seventh-day Adventist mission to the world.

Although we are competitors in terms students' recruitment, since many of students from Indonesia are studying in the Philippines (AUP, AIU, MVC etc.), and also many of students from West Indonesia Union Mission (WIUM) region are studying in UNKLAB, but we can work hand in hand that all of these four Universities (AUP, IAU, UNKLAB and UNAI) can be excellent together, we can all be winners as number one. May God help all of us to achieve our vision.

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