PROBLEMS OF EDUCATION IN INDONESIA AND ALTERNATIVE SOLUTIONS

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ABSTRACT

Today, education in Indonesia is assessed by various groups, both at home and abroad, has been facing various challenges and problems so that it has a negative impact on low quality of education in Indonesia. For this reason, this research was deliberately carried out as a contributive step to identify various challenges and problems faced by the world of education in Indonesia and recommend several solution steps so that they can contribute ideas to improve education in Indonesia. This research uses the qualitative approach by applying the literature study method as well as collecting primary data and various secondary sources through documentation, followed by analysis of the data obtained. From the research conducted, it can be found that there are several challenges and problems of education in Indonesia, including unbalanced education output, low quality of facilities and infrastructure, low quality and behavior of teachers, student moral behavior, and tolerance for racial intolerance. In order to overcome the problems above, it is necessary to have mutual cooperation and collaboration from all parts of nation as the key to implementing several alternative solutions, including improving the welfare of education, building a world view and improving the mindset of teachers and students, developing a comprehensive curriculum design, overseeing budget allocations, increase the contribution of the business world and others.

Keywords:
Challenges,
Problems,
Education In
Indonesia,
Solutions

INTRODUCTION

Education is everything that affects a person. Education is a very important problem in human life. The progress of a nation is very dependent on the nation's education (Samsidar, 2017). Education must last a lifetime because humans as long as they are alive are always influenced by various parties (John Aluko Orodho et al., 2013). On the other hand , education is an effort to help people so that humans are able to solve the problems they face. So as long as humans are still facing problems that must be solved as long as humans are still undergoing education, while humans never face problems.

Therefore, humans will continue to need education. The progress of a nation can be seen from how advanced education has been achieved. Education is a determining factor in creating the progress of a nation, as well as supporting the achievement of national development. To be able to realize a national development through education, it is necessary to empower quality human beings (Zamakhsyari, Suhendri and Lubis, 2019).

Education has the task of preparing human resources to contribute to the success of the development agenda. The pace of development steps is always pursued in tune with the demands of the times. The development of the times always raises new problems that have never been thought of before. other countries , even when compared to fellow ASEAN member countries, the quality of Indonesian human resources is low. This happens because education programs in Indonesia have not run optimally and optimally.

This is partly due to the lack of attention from the Indonesian government. This picture is reflected in the variety of educational problems that are increasingly complicated. The quality of students is still low, teachers are not professional, the cost of education is expensive, even the rules of education law seem immature. The impact of poor education, Indonesia in the future could be worse off. This slump is also a result of the problem of

insufficient and uneven education budget allocations, both at the national, provincial, city and district levels.

Therefore, the author will explain about the problems of education in Indonesia and alternative solutions to overcome them, in the hope of providing educational policy recommendations to improve the quality of education in Indonesia.

METHOD

This research is a qualitative research which is library research . Literature study is all stages using library data collection methods, reading and recording and processing various research materials that are used as references in compiling this study. (Supriyadi, 2017).

The reason for using literature study is firstly because this research can only be answered by library research. Both library research is one stage in the preliminary study, to understand the problem as a whole. The third is the method of uncovering the most superior problem to uncover research problems (Zed, 2008) .

In library research, the method used to collect research data is in the form of library data that has been selected, searched for, presented and analyzed. The literature study here is a literature study without being accompanied by an empirical test. The data presented is data in the form of words that require processing to be concise and systematic. With the following procedure :

1. The data collection carried out in this study was by collecting books on the value of education.
2. Then selected, presented and analyzed and processed to be concise and systematic.
3. Analysis is a series of simple attempts at how research data are in turn developed and processed into a simple framework. The data that has been collected is then analyzed to obtain information, but first the data is selected on the basis of its reliability.
4. After all the data has been collected, the next step is to analyze the data so that a conclusion can be drawn.

To obtain correct and precise results in analyzing the data, the author uses content analysis techniques. Content analysis is research that is an in-depth discussion of the content of written or printed information in the mass media. Content analysis can be used to analyze all forms of communication, be it newspapers, radio news, television advertisements and all other documentation materials. While the connection with the discussion is as one of the authors' efforts in facilitating understanding by analyzing the truth.

In connection with the above, the data collection carried out in this study comes from books, journals, and all electronic documents as well as other sources of data or information that are relevant to the topic of this research.

RESULTS AND DISCUSSION

For people who are competent in the field of education will realize that our world of education is still experiencing "sickness". The world of education is "sick" because education is supposed to make humans human, but in reality it is often not. Often education does not humanize humans. Human personality tends to be reduced by the existing education system.

The first problem is that education, especially in Indonesia, produces "robot humans". It is said so, because the education provided is one-sided or unbalanced. The second problem is the top-down education system. This education system is not very liberating because the students (students) are considered human beings who do not know anything. Third, from such an educational model, the humans produced by this education are only ready to meet the needs of the times and not be critical of their times.

Educational Challenges in Indonesia

Starting from the complex problems of education, there are many challenges for the future of education in Indonesia, including:

1. Education Effectiveness in Indonesia

   The effectiveness of education in Indonesia is very low. After education practitioners conducted research and surveys in the field, one of the reasons was the absence of clear educational goals before the learning activities were carried out. This causes students and educators not to know what "goals" will be produced so that they do not have a clear picture in the educational process.

2. Teaching Efficiency in Indonesia

   Some of the problems of teaching efficiency in Indonesia are the high cost of education, the time spent in the education process, the quality of teachers and many other things that make the education process in Indonesia less efficient. Which also has an effect on improving Indonesia's human resources for the better.

3. Standardization of Education in Indonesia

   Indonesian students sometimes only think about how to achieve educational standards, not how the education taken is effective and usable. No matter how to get the results or more specifically the value obtained, the most important thing is to meet the value above the standard. Things like the above are very unfortunate because it means that education seems to lose its meaning because it guides competency standards too much.

Education problems in Indonesia

In addition to the causes of the low quality of education above, the following will also describe in particular some of the problems that cause the low quality of education in Indonesia.

1. **Low Quality of Physical Facilities**

   There are so many schools and colleges whose buildings are damaged, ownership and use of learning media are low, library books are not complete. While the laboratory is not standard, the use of information technology is not adequate and so on. In fact, there are still many schools that do not have their own buildings, do not have libraries, do not have laboratories and so on. Data from the Research and Development Ministry of National Education (2003) states that for elementary schools there are 146,052 institutions that accommodate 25,918,898 students and have 865,258 classroom. Of all the classrooms, 364,440 or 42.12% were in good condition, 299,581 or 34.62% had minor damage and 201,237 or 23.26% had severe damage.

2. **Low Quality of Teachers**

   Most teachers do not have adequate professionalism to carry out their duties as stated in Article 39 of Law No. 20 of 2003, namely planning lessons, implementing lessons, assessing learning outcomes, conducting mentoring, conducting training, conducting research and conducting community service. The results of the analysis show that teachers who are educated below the standard set by the government are quite high, namely 64.09% for junior high school, 61.5% for high school and 10.14% for vocational school.

3. **Low Student Achievement**

   The Ministry of National Education (Depdiknas) also admits that only about two percent of Indonesian students excel in science so far. They are the ones who often win national and international science olympiads. What about the kids who are 98 percent again?

4. **Low Student Interest in Reading**

At this time, especially for students from basic education to tertiary education levels, reading activities tend to be very rarely done so that this makes it difficult for students to process their knowledge. In 2011, UNESCO released the results of a reading culture survey of residents in ASEAN countries. Reading culture in Indonesia is in the lowest rank with a value of 0.001. This means that out of about a thousand Indonesians, only one has a high reading culture. The development of reading interest is continuously improved in order to form a society with a reading culture (Kartika, 2004: 115).

5. **The High Cost of Education**

The cost of education is still quite expensive, so only people who have enough money can only enjoy education. Many poor people are forced to drop out of school because they can no longer afford to pay school fees. In fact, education is a right for every citizen.

6. **Diversity Tolerance Challenge (SARA)**

The Indonesian nation has various tribes, regional languages, ethnicities, religions and cultures. Indonesia is based on differences that are united from the history of the struggle of the nation's founders and shared ideals. Differences between individuals and groups sometimes create conflicts between individuals and groups due to differences. The plurality of society is a factor that causes conflict in society. The differences that exist in the community become the difference between community members which leads to conflict

Alternative Education Solutions in Indonesia

As a concrete effort to overcome various challenges and problems of education in Indonesia and in presenting and implementing various solutions that need to be considered, it is necessary to build awareness, commitment, and work together (collaborative) of all elements, both from the central and local governments, teachers, community leaders and organizations, parents, and students. This is why the collaborative work was very important within effort to solve problems of education (Stehle & Peters-Burton, 2019). Among the steps that can be considered to address the challenges and problems of Indonesian education are:

1. **Straightening the Education Paradigm**

The education paradigm in Indonesia is built on the awareness that education must be placed as a priority for the development of the nation and state, the essence of education is not only in the cognitive aspect but also in the affective and psychomotor aspects which are based on the religious values of the adherents of each religion. Secularism and the dichotomy of religion and general science, and education is not only a "vehicle" to the world of work but as a means of building a complete Indonesian human being. Those mentioned stuffs confirm that constructive paradigm is needed in education (Krause, 2021).

2. **Encouraging the Constructive Role of State Higher Institutions**

Leaders of State Higher Institutions, whether executive, legislative, or judicial, need to encourage their institutional "carriages" to present an educational atmosphere, oversee the educational agenda, and produce legislation that supports educational progress and the successful realization of educational goals and objectives. In addition, with full commitment and integrity, prevent the world of education from intervening in individual and or group political interests and strive to achieve

domestic political stability so that it does not interfere with educational agendas and programs.

As mandated in the 1945 Constitution, every child of the nation has the right to avoid all forms of discrimination and chaos, as well as in the educational process. So the government (executives with other high state institutions) must realize the rights of these children are fulfilled and always maintained (Faila Sufa et al., 2020).

3. **Improving Teacher Quality**

The government together with the management of educational institutions must seriously build the quality of teachers. These include intensifying the certification system for educators and education personnel, developing strategies to improve the quality of education and education personnel, policies for the distribution of quality teachers nationally, searching for superior seeds in the teaching profession, restructuring teacher institutions, promoting scholarships and awards for teachers, encourage teachers to actively participate in KKG (Teacher Working Group) activities, as well as intensify various trainings for teachers. Therefore, every teacher must develop all the time his four competencies; pedagogic, professional, personality, and social competence in order to enhance the quality of education. Thus, poor quality in education fields actually was caused by poor quality of teacher (Maba et al., 2017).

4. **Improving Teacher Welfare**

Among other things, the provision of teacher welfare allowances through various programs such as teacher certification, incentives, or other assistance, is highly expected, especially by teachers who are not civil servants. In addition to the above government programs to improve teacher welfare, internal schools can also play an effective role in efforts to improve teacher welfare, including the policy of maximizing the school's internal economic potential through teacherpreneurship programs or entrepreneurship within the school environment among teachers. Teachers are arranged to be able to stock up on products sold in cooperatives or school canteens, and at other school events. The point is that the government, schools, and the community must pay attention to the welfare of teachers as an indicator of improving teacher performance in order to improve the quality of education (Maba et al., 2017).

5. **Building a Worldview and Growth Mindset in Students and Teachers**

The success of the educational process cannot be separated from how the teacher builds a noble view of life in himself and in his students. A noble view of life can greatly affect the interest, enthusiasm, and achievement of students in the educational program they are undergoing. For example, that life is a devotion to God Almighty, living the world to prepare for the hereafter, life must be based on knowledge and etiquette, life must provide benefits to others, and so on. In addition, success in education is not only related to appropriate teaching methods and strategies, but also to approaches to the mindset of teachers and students themselves. Approaching the student's mindset right from the start will affect the student's entire life in the future. Teachers must avoid this fixed mindset , which views the intelligence, character and creative abilities of students as innate capacities that do not change. On the other hand, what should be guided is a growth mindset , in which a person believes that his abilities and intelligence can continue to grow by continuing to practice. The educational process must be student-oriented, where students are directed to build a spirit of enthusiastic and sustainable learning (Dwi & Anitah, 2018).

6. **Developing a Comprehensive Curriculum Design**

The design of the education curriculum that is developed must cover all aspects of students in a balanced way; cognitive, affective, and psychomotor with spiritual, moral, and intellectual foundations. Furthermore, at the practical level, curriculum management which quality includes efforts to improve student learning, Upgrade quality teaching, create climate and environment which support, as well as compiling structure and contents curriculum which appropriate. All of these variables underlie the stages of curriculum management starting from planning, organizing, implementing, supervising, and evaluating. Furthermore, in the educational curriculum, each child is conditioned to be able to develop all his abilities well by maximizing experience in his daily activities (Leonard et al., 2022).

7. **Increase Students' Reading Interest**
   Several strategies that can be applied to increase students' interest in reading in schools include: 1) the learning process in schools that builds a reading culture; 2) Reducing the price of reading books and textbooks so that they are affordable by the people's purchasing power; 3) Creating a conducive environment to foster interest in reading in students, both at home and at school; 4) Encouraging parents to develop an interest in reading from an early age; 5) Increase the frequency of book fairs in every city/district by involving elements of the government, publishers, librarians, and book lovers; 6) Schools provide library facilities and manage them optimally and optimally, both in terms of physical and literacy programs. 7) building self-regulation in students because it is the key to improving themselves and student achievement (Stehle & Peters-Burton, 2019).

8. **Overseeing the State Budget Allocation for Education**
   Ensure that the allocation of 20% of the State Revenue and Expenditure Budget (APBN) for education programs from the central to regional levels is carried out on time, on target, and effectively in a transparent and accountable manner. This step needs to be supported by the apparatus and the law to oversee the budget utilization program so that it is effective and efficient. Thus, the budget, funds, and planning are important factors that greatly affect the sustainability of education process and it's agenda (Lulaj, 2020).

9. **Developing Entrepreneurship for Educational Institutions**
   Encouraging productive and entrepreneurial activities for educational institutions through business entities owned by educational institutions (BUMLP) which is legally allowed according to Law No. 16 of 2001 on Foundations and its revised Law No. 28 of 2004.

10. **Strengthening the Implementation of the Zoning Policy**
    The government through the Ministry of Education and Culture needs to establish an Education Zoning Task Force (Satgas) whose task is to ensure the successful implementation of educational zoning in areas divided into clusters. The task force is divided into eight regional clusters, each of which is coordinated by service stakeholders at the centre, and consists of Technical Implementation Units (UPT) in the regions. The implementation of the zoning policy was taken, among others, due to the fact that there are educational gaps or disparities between regions, the uneven quality and quantity of schools, especially in infrastructure and teachers, as well as discrimination and injustice in access and education services as basic services that must be provided to all citizens.

11. **Increasing the Contribution of the Industry Sector and Enhancing the Relevance of Outcomes of Education to the World of Work**

Encouraging the contribution of the industry sector to education programs in the regions, either through CSR activities or through the development of various types of productive activities that bring economic benefits. Productive activities, for example, can be in the form of research and development collaboration with higher education intended for the interests of the relevant industrial centre, consulting services for the industry sector, etc. In addition, the business world (industry and trade) also needs to continue to cooperate with the government and educational institutions in an effort to improve the quality of education, especially vocational education, so as to produce graduates who are skilled and ready to be absorbed by the industry sector.

The National Agency for Professional Certification (BNSP) stated that the quality and competitiveness of graduates from Vocational High Schools (SMK) are still low so they are not used by the industrial world. In general, there is a kind of miss match between the demand and supply sides. The government hopes that there will be an adjustment of the SMK curriculum to the standards developed by the industry. In improving student competence, efforts are needed to establish cooperative relationships with related industries to help motivate students.

The government also needs to design and encourage a kind of SMK-D2- industrial collaboration program. With this collaborative program, SMK graduates are expected to have more skilled and superior competition. The implementation can be designed for example 3-4 days for program participants to work, and 1 day a week there are lectures or training in industry by campus and industry. So, in the program, SMK students will be taught by three teachers; one vocational school teacher , one vocational lecturer, and one industry expert.

Currently, the industrial world has a very significant influence on the world of education, both in the process of implementing educational programs through various technological products produced as well as influences related to the absorption of the industrial world on education graduates, which requires a match between the quality of graduates and the needs of the industrial world. For the last thing, the industrial world needs to be present in the educational curriculum in order to achieve this goal (P & Karthikeyan, 2021).

CONCLUSION

Until now, the education agenda in Indonesia has not run optimally, with several challenges faced, including: effectiveness, efficiency, standardization, educational output that has not been balanced (between cognitive, affective, and psychomotor aspects with spiritual, moral, and spiritual foundations). and intellectual), a top-down education style that does not empower and develop the potential of students, resulting in educational output that is less creative, innovative, and competitive in the midst of rapidly changing times.

The facts on the ground also show that there are many problems in the world of education in Indonesia. Among them are the following: low quality of facilities and infrastructure, low quality of teachers, low teacher welfare, low student achievement, deterioration of students' spiritual-moral behavior, low interest in reading students, lack of equal distribution of educational opportunities, low relevance of education to needs, high cost of education, and diversity (SARA) tolerance.

From an explanation of the challenges and problems faced by the world of education in Indonesia, this study emphasizes the urgency of mutual cooperation and collaboration on the role of statesmen (high state institutions), government (central and regional), schools, communities, parents, and students in playing key roles. running several alternative solutions

as follows: aligning the educational paradigm, encouraging the role of state higher institutions, improving teacher quality, improving teacher welfare, building a worldview and growth mindset of teachers and students, developing comprehensive curriculum designs, increasing student interest in reading, overseeing state budget allocations for education, increasing the contribution of the business world to education, developing entrepreneurship for educational institutions, strengthening the implementation of zoning policies, increasing the relevance of education to the world of work.

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