Government Problems and Solution to Improve the Quality and Equity of Education in Indonesia

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Abstract. Education is essential in the process of humanization in a cultured society. The purpose of the research is to find out the problems and *also government solutions to improve* the *quality and equity of education in Indonesia. It* is important to improve the quality of *education in Indonesia, because this will help improve the quality of human resources, reduce poverty, improve the quality of life, and improve the progress of the country. This article uses the method of literature study, through source sources such as scientific journals, books and trusted websites, expected to produce relevant information and knowledge. The results showed* that to *improve* the *quality* and equity of education in Indonesia, the government *needs to design a comprehensive and integrated plan so that* the *problem* of *quality and equity of education can be overcome with various efforts from the government. Planning is needed to even out education in Indonesia which is fairly still*

Introduction

Education as an open system cannot be separated from problems, both micro problems and macro problems. Micro problems, namely problems that arise in the component components contained in education itself as a system, including curriculum problems, educational problems, educational administration and so on. Macro problems, namely problems that arise in education as a system with other broader systems in all human life, among others The problem of uneven education, low quality of education, problems of efficiency, relevance and others. Regarding problems that often occur in Indonesia, teachers are considered as the source of these problems, so by identifying educational problems we know where

actual problems and trying to provide solutions to these problems.

The problem of education in Indonesia when viewed in terms of the quality of Human Resources is still far from the bar compared to other countries. Based on *World Education Ranking data published bythe Organization for EconomicCo operation and Development* (OECD, 2015), in which position a country is developed in terms of education. The organization ranks which countries are the best in terms of reading, math, and science. Indonesia ranks 69th out of a total of 75 countries. Based on the OECD report, the highest position was achieved by Singapore, second Hong Kong, third South Korea and fourth Japan. While for Indonesia get a reading score of 402, mathematics 371, and natural sciences 383. The world education ranking is related to

the Program for International Student Assessment (PISA). Pisa itself is quite a respected program around the world, and it is likely that politicians and policymakers to assess the differences in education systems in different countries.

Education is the core and key to the progress and success of a country. However, not all parts of Indonesia feel quality and proper education, especially in remote villages. Where access to educational resources is very limited and the quality of education tends to be low. In another sense, education is a learning and teaching process that aims to develop individual potential and abilities in physical, mental, emotional, and social aspects. Education can be applied through a variety of means and methods, both formal and non-formal, designed to enhance the knowledge, skills, attitudes, and values necessary to live independently, participate in society, and achieve personal and professional goals. Education is also an effort to prepare the younger generation to be ready to face future challenges and help build a better and more prosperous society (Sahnan, 2017).

According to Hakim (2016), education is a human effort to develop and increase the potential of innate people, both physical and spiritual, in accordance with the values that exist in society and culture. Education is very important for human life and must be fulfilled throughout life. Without education, a group of people will not be able to develop according to their ideals to progress, prosper, and be happy according to their outlook on life. In general, education can be interpreted as the influence, help, or demands given by the person responsible to the student.

Education equity in Indonesia is an important issue in education development. The issue of expanding access to education and equitable education is often a challenge. Education equity is a similar condition between the implementation of education in cities and villages, while pemekaran is characterized by the ease with which people can obtain education (Gunawan, 2021). The government and educational institutions should plan efforts to improve the quality of education and overcome the education gap among the Indonesian people, with the aim of creating quality human resources and encouraging the progress of the country. Article 11 of Law No. 20 of 2003 shows the government's desire to provide quality education for every citizen without discrimination.

Equality of education has a broad meaning not only equality in obtaining educational opportunities, but also after becoming students must be treated equally in order to obtain education and develop their potential to be able to manifest optimally (Safarah, 2018). In education equality, in addition to reorienting the role of the government, it is also important to systematically and consistently the role of schools to socialize to make people aware of the goals of the Smart Indonesia Program that must be used according to their needs and interests so that they can realize educational equity (Bella &; Pebria, 2019).

This article discusses problems in the world of education and solutions to improve the quality and equity of education in Indonesia and efforts that can be made to improve the quality of education.

Method

Research uses the method of literature study to gain a better understanding of the research topic and provides a solid theoretical basis for research. This method is based on gathering information from reliable sources such as scientific journals, books, and websites, and aims to evaluate the accuracy, reliability, and relevance of the information sources used. According to Creswell in Habsy (2017), a literature review is a written summary of journal articles, books, and other documents that describe past and present theories and information, and organize the library into topics and documents needed. Data is obtained from

information sources through articles and journals published on the official website.

Through this method to gain a better understanding of the research topic and provide a solid theoretical basis for research. In conducting a literature study, researchers search for sources related to the research topic, then evaluate and compile the information found systematically, Literature studies can be carried out in several stages, ranging from determining the research topic and sources of information to be used, to compiling a summary of the information found. The advantage of the literature study method is that researchers can obtain information from many sources in a relatively short time and without having to conduct field research which costs more money and time. In addition, literature studies can also help evaluate the accuracy, reliability, and relevance of information sources used in research. However, keep in mind that literature studies cannot replace field research as a whole and can only be used as part of broader research.

Result and Discussion

The Problem of the Main Problems of Education Today

According to Goldhaber (2015) there are five main problems of education, namely:

First, the increasing number of children who need education both worldwide and in developing countries, because education managers are unable to provide learning places, teachers, and educational facilities, and it is difficult to improve the quality of education.

Second, l the numbers are resources and funds. To meet educational needs,sufficient resources and funds are needed to meet educational needs, such as the provision of teachers, buildings, books and teaching facilities, scholarships, and other costs. Although resources and funds have doubled, as a result of the flood of students, the need for education is increasing

as a result of which the ability of resources and use is depleted.

Third, the cost of education is getting more expensive. To improve the quality of education, the quality of gur you must be improved, teacher salaries must be increased, the number and quality of books must also be increased, teaching aids must also be increased so that to improve the quality of education, of course, an increase in education costs for each student is also needed.

Fourth, the inaccuracy of educational outcomes. The outcome of education can no longer meet the needs of the individual in society and the needs of society because it does not match the attitudes and interests towards work and the image of the position desired by the individual.

Fifth, the slowness and inefficiency of the education system. The curriculum management system, teaching methods, patterns and structures of teacher education show inaction and inefficiency in the face of increasing demands, in accordance with the progress of science and technology and the needs of the community.

So it can be concluded that there are two main problems that plague the world of education in Indonesia, namely: how the entire community can take advantage of educational opportunities and how education can prepare students in terms of abilities and skills that are ready to compete in the world of work.

Basic Problems of Education in Indonesia

There are four factors as important points in relation to the main problems of education in Indonesia and need to be resolved immediately, namely:

The problem of equal distribution of education

The issue of education equity, where this issue is related to the education system, should prepare enormous opportunities for all people to access education, which can be

a place for the sustainability of improving human resources in Indonesia.

According to Wayan (2015), education equality related to the quality of educational processes and outcomes has not been evenly distributed in Indonesia. There are still many large gaps in the implementation of education learningboth in cities and villages. If observed more carefully, in the last 10 years, it is still considered unsuccessful Education as a whole can improve the quality of learning outcomes as Idris (2014) argues that many students have the sameability / lack in learning outcomes.

Based on Law No. 4 of 1950 as the basis of education and teaching in schools chapter XI, Article 17: "Every citizen of the Republic of Indonesia has the same right to be accepted as a student of a school if the conditions set for education and teaching at the school **are** met".

Then with regard to compulsory education chapter VI, article 10 ay at1: "all children who are 6 years old are entitled and those who are 8 years old are required to study at school ah at least 6 years". Article 10 Paragraph 2: "studying in a religious school that has received recognition from the minister of religion is considered to havefulfilled the obligation to study"

The urgency of equal distribution of education is an interesting issue, because if children who should receive education, at the elementary school level, then these students have the ability to read, write and count. Thus he was able to follow will not be left behind with the progress of the times, they become independent and do not become obstacles to Indonesia's development.

At the basic education level, policies related to the availability of access to education consider quantitative aspects, because all communities need to be given balanced understanding materials. If viewed carefully for secondary to higher education levels, government policy is concerned with qualitative development and relevance,

which relates to students' interests and talents, where employment needs and for cultural development,and renewable technology.

However, in the development that occurs today, there is an imbalance between the number of educational institutions and their students, between public schools and vocational schools at each level of education units, even though vocational schools should be more than public schools because development requires intelligent and skilled cadres, which can be handled through vocational education, and the imbalance is also seen in the striking number comparison between elementary, middle and high school. Elementary institutions are much larger thanthe number of junior and senior high school institutions.

On the other hand, efforts to equalize education through out-of-class education are growing quite rapidly, in this case there are two factors that trigger this. First, the development of science and technology that provides an alternative for the community, and second, the concept of lifelong education that does not limit the age of students and is not limited to the walls of the classroom, whichcan provide broad access for the community toenjoy learning opportunities.

There are many ways the government can do to overcome the problem of education equity. Starting from conventional methods to innovative ways. As for the traditional way the government can do: First by building school buildings and learning rooms and second utilizing schools with a double sift system (students are divided into morning and afternoon classes). The second way is an innovative way by building a civil service system (education in collaboration with the community), building schools in remote areas and sending teachers to educate in the area (SM3T pattern), home approach patterns (teachers visiting students' homes), Kejar Paket Program, distance learning asapplied at the Open University.

With regard to the above solutions, what is more important and main is how to foster and awaken the willingness to learn from students, both communities and underprivileged families so that they are enthusiastic and continue to be encouraged to make their children stay in school.

Quality Issues / Quality of Education

The quality of education is very broad in scope, many only look at the quality of the output. If we realize that a good learning process will produce good outcomes, then if the learning process is not good then the quality of the expected results will be less good too. If there is less than optimal learning, this results in good test scores, so it can be said that the learning results are pseudo. This indicates that there are problems with the quality of education related to the "processing" of learning.

The learning process runs well if supported by various elements of education including educators, students, learning facilities, curriculum and even the surrounding environment. For example, if the elements of facilities in the school are lacking, while the educators are less skilled, this causes less optimal learning process in order to improvethe quality and learning outcomes.

The problem of education quality is closely related to the availability of access at all levels of education, where conditions in Indonesia are still uneven, especially in rural areas which are still low when compared tocities. (Meirawan, 2014). Research conducted byGoldhaber and Anthony (201**:** 5) states that improving teacher quality can be done with a teacher certification system.

Solutions that can be offered to improve the quality of educators include: (1) strict selection for student admissions of prospective educators; (2) Developmentof educators' skills through trainings; (3) improvement of the curriculum whose material is adapted to local content in the local area; (4) development of facilities and infrastructure that can create a comfortable learning atmosphere; (5) improvement of school administration so as to achieve budget efficiency; (6) Organizing in order to maintain the quality of education providers needs to be determined with the support of institutions that have been authorized to ensure quality including the Education Quality Assurance Agency, from the National Accreditation Board for Madrasah Schools (BAN-SM) and from independent institutions.

Master's Problems and Solutions.

The school paradigm has developed a lot from the past to the present. In the past, a school could carry out learning activities if there were students, teachers and rooms for the learning process with makeshift equipment and sarpras. Teachers are also used as the main source. He was used as a source of knowledge. The task is to transmit knowledge to students. This for now is no longer relevant where the teacher's job is no longer to be a speaker who must always stand in front of students and explain all the material. But the role of teachers has changed where the tugsa teacher becomes a facilitator, mediator, motivator to foster creativity and good imagination of students.

The regulation of the minister of education by awakening a reading culture should be appreciated where students in the first hour are encouraged to read any reading book. Learning resources can be found anywhere so that teachers are not a running library, the process of gaining knowledge can be obtained from students themselves when they access information from various existing media ranging from the surrounding environment and through the internet. AsCornelius argues in (Sadler, 2013) which states that "nature is a great book that is very complete in content".

The problem of teacher placement, especially in study placement, often experiences problems that teachers are placed not in accordance with their fields. For example, there are schools that are given new teachers but for the subjects concerned are full and he has to teach other subjects

beyond his expertise. There are also teachers who concurrently teach, for example, Mathematics teachers also teach art. In this case, a teacher who should teach in accordance with his field of study, because of the limited teaching staff (teachers), a teacher must teach not with his field. This will result in an increase in the duties of a teacher.

The multi-role of a teacher is: conducting special interactions and approaches with his students. Attention to students classically and individually must be mastered by the teacher, where the teacher's task when motivating and directing students should not choose certain students, for example, the teacher only pays attention to students who are smart, while students who are less intelligent are not noticed. Teachers should give the same attention by always instilling a sense of responsibility, discipline, confidence, respect for the opinionsof friends and other character education.

In terms of learning teachers are expected to: as decision makers in learning (as managers), provide learning direction (director), coordinate all partiesinvolved in the learning process (coordinator), communicate students with various learning resources (communicators), provide and provide learning facilities (facilitators), provide a learning boost (stimulator). Most teachers have not been able to do their multi-role because most schools, teachers are the sole warriors, that is, teachers are a source of learning, as a center for asking questions and also the placement of teachers who are not in accordance with their fields so that many teachers concurrently teach. Therefore, the teacher's task is increasing so that the teacher does not have time to do his multi-role. Master could not have single-handedly served him.

As hasil research from Ismail (2014) which states that teachers must have the competency standards required in the teacher and lecturer law in order to get certified and become professional teachers.

According to Woolfolk (2016), teachers are said to be successful in teaching if they master various learning methods and know teaching materials and classroom management.

Solutions to Improve Education Quality and Equity

According to Yunus in Sherly (2020) there are four ways to improve the quality of education, namely *school* review*, benchmarking, quality assurance, and quality control*. *School review* involves all parties to continue to improve the quality of education. *Benchmarking* involves a SWOT analysis to establish educational quality standards and targets. *Quality assurance* is a planned and systematic activity to meet quality standards, while quality *control* involves a system to check quality deviations from standards.

Equality of education in Indonesia can be overcome with various efforts from the government. The government can maximize education planning to address gaps and lack of facilities in schools. Sarafah and Wibowo (2018) also emphasized the need for joint efforts to improve access and quality of education, particularly by expanding access to early childhood education, improving national standards, stronger provider licensing, and developing a cadre of supervisory specialists.

Idrus (2013) added that education equity must be carried out thoroughly and balanced, taking into account the needs and capabilities of each region. Local governments must also play an active role in improving the quality and equity of education, without allowing political nuances to poison education. Increased upper secondary education participation is also important to increase relevance to students' lives and work. Based on the description above, there are several ways to improve the quality of education in Indonesia, namely by conducting *school review, benchmarking, quality assurance, and quality control. School review* involves

all parties in the process of continuously improving the quality of education. *Benchmarking* is used to set education quality standards and targets through SWOT analysis. *Quality assurance* and quality *control* are planned and systematic activities to meet educational quality standards and check for quality deviations that are not in accordance with standards.

In addition, education equity in Indonesia can be done with various efforts, such as maximizing educationplanning**,** expanding access to early childhood education, improving national standards, stronger provider licensing, and developing a cadre of supervisory specialists. The government must also play an active role in improving the quality and equity of education, without allowing political nuances to poison education. Increased upper secondary education participation is also important to increase relevance to students' lives and work.

In order to carry out education equity, it is important to do it thoroughly and balanced, taking into account the needs and capabilities of each region. The central and local governments must work together to create a better and more equitable education environment throughout Indonesia. In addition, it is necessary to evaluate education and assess educators continuously as a form of feedback and evaluation for educators and schools.

In carrying out efforts to equalize education, it is also important to pay attention to aspects related to the availability of facilities and infrastructure, as well as qualified educators. Good cooperation between the government, the community, and educators is needed to create a better educational environment. The government must also pay attention to aspects of education financing so that it does not become an obstacle in efforts to equalize education. To achieve equal distribution of education in Indonesia, joint efforts from various parties are needed, ranging from the government, community, educators, to the

private sector. These efforts include improving the quality of education by conducting sch*ool review, benchmarking, quality assurance, and quality control***,** expanding access to early childhood education, improving national standards, stronger provider licensing, and developing a cadre of supervisory specialists, as well as attention to aspects of financing, facilities and infrastructure, and qualified educators. All parties must work together with the aim of creating a quality educational environment.

To equalize the level of education in various regions in Indonesia, the government must design a complete and integrated plan. Some actions that can be taken are improving educational infrastructure such as school buildings, roads and bridges, and access to electricity and clean water. The government can also build new schools in areas that do not yet have fish education facilities. In addition, teachers in various regions need to be given training and professional development in order to teach better. The government can also provide scholarship programs to help students from poor families in remote areas get a better education.

Toachieve of leveling education, the government must consider various interrelated aspects. Improving educational infrastructure**,** such as the construction of school buildings, damaged roads and bridges, and access to electricity and clean water, is an important first step to ensure students in these areas can access education properly. Thegovernment also needs to pay attention to the need to build new schools in areas that do not yet have adequate educational facilities.

In addition, training and professional development for teachers in remote areas is also very important. It aims to improve the quality of teaching and provide support for teachers to be better prepared to teach students from diverse backgrounds. Along with that, the government can also provide scholarship programs for students who come

from poor families. Thus, such scholarship programs can help financially disadvantaged students to get a better education.

Overall, the government needs to design an integrated and holistic plan in an effort to equalize education in Indonesia. Through various interrelated actions, it is hoped that it will be able to improve the quality of education in remote areas and ensure that students throughout Indonesia have equal opportunities to get quality education.

If education planning and equity efforts are carried out well in various regions in Indonesia**,** there will be positive impacts such as increasing access to education, people's living standards, better quality of education, reducing social inequality, and more active community participation in the education process. With equal distribution of education, schools in the village will become more affordable and accessible to children in the area. People will also have greater opportunities to improve their standard of living with access to better information and skills . The **quality of education will improve** as more funds and resources will be provided to improve the quality of education. With equal distribution of **education** and social inequality can be reduced so that all children will have equal opportunities to receive quality education. Education equity can also encourage community participation in the education process by engaging in activities in schools and strengthening relationships between schools and local communities.

Conclusion

Education is very important in human life and community culture. The current era of globalization has brought many changes in human life. Although education has been a basic need for all people for a long time, there are still certain areas in Indonesia that have not received adequate access to education. To overcome this problem, the government and educational institutions in Indonesia have carried out various plansand programs to even out education. There needs to be an

integrated and comprehensive plan from the government to improve the quality and equity of education in Indonesia.

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