



Politics and Financing of the National Education Budget

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Abstract

This research aims to describe the influence of politics on national education funding. The approach used in this study is a descriptive qualitative literature study, with categories of analysis based on the findings of previous researchers on education financing models. The results of this study indicate that education financing in Indonesia is currently a standard model that refers to government policies. Government intervention shows an increase in the education budget that exceeds the limit of securing an efficient allocation of resources and supporting economic growth. The education budget of 20% which is expected to be realized can cover education costs starting from elementary education, secondary education to higher education. The increase in the total allocation of the education budget is expected to have a positive impact on the renewal of the education system in the Republic of Indonesia. The increase in the budget is inseparable from the interference of politics and the authorities.

Keywords: Education budget, financing, politics

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pengaruh politik terhadap pembiayaan pendidikan nasional. Pendekatan yang digunakan dalam penelitian ini adalah studi literatur kualitatif deskriptif, dengan kategori analisis berdasarkan temuan peneliti terdahulu mengenai model pembiayaan pendidikan. Hasil penelitian ini menunjukkan bahwa pembiayaan pendidikan di Indonesia saat ini masih menggunakan model standar yang mengacu pada kebijakan pemerintah. Intervensi pemerintah menunjukkan peningkatan anggaran pendidikan yang melebihi batas untuk mengamankan alokasi sumber daya yang efisien dan mendukung pertumbuhan ekonomi. Anggaran pendidikan sebesar 20% yang diharapkan dapat terealisasi dapat meng-cover biaya pendidikan mulai dari pendidikan dasar, pendidikan menengah hingga pendidikan tinggi. Peningkatan total alokasi anggaran pendidikan ini diharapkan dapat memberikan dampak positif bagi pembaharuan sistem pendidikan di Republik Indonesia. Peningkatan anggaran tersebut tidak terlepas dari campur tangan politik dan penguasa.

Kata Kunci: Anggaran pendidikan, pembiayaan, politik

Introduction

Education financing is one of the main issues for every country. In general, developing countries have lower education budgets than developed countries, not only in terms of percentage but also nominally. The same thing also happened in our

country Indonesia. Where the issue of the education budget is much influenced by political factors and authorities. Educational activities will never be neutral, independent and free from various interests there will be political content and interests in them, further explaining that education can be

part of the social structure in the fight of various parties. interested parties. Education is a process of building a more advanced nation's civilization (Ping, 2021).

Various politically charged interests have influenced the face of our national education which has an impact on the quality of education and policies related to the educational process. Politics and education have a very close relationship and even the politics of a country can determine the direction of its education (Muspawi & Lukita, 2023.) The cultural politics of a country is channeled through its educational institutions so that in education the will is channeled -political will or system of power in a society. Talking about the politics of national education is never separated from national issues that are echoed in the public sphere. Even in our country education has become a public problem (public domain), political parties in Indonesia do not hesitate to make education as popular propaganda to attract mass sympathy in general elections. This is a sign that education has become the main policy for the progress of a nation (Mesiono, & Haidir, 2020). Thus it is clear that in the process of producing educational policies, in essence, they are never neutral and value-free, but there are lots of battles between various political interests and public interests so that the ideals of national education contained in laws become mere slogans.

Policies regarding the education budget have also become an important issue and have even become a top priority. Education policy is related to the efficiency and effectiveness of the education budget, this issue becomes important with the increasing criticality of society towards education costs. He emphasized: "... An increased emphasis on educational adequacy and the public's concern over the high cost of education is focusing policy makers' attention on the efficiency and effectiveness of educational spending..." (Sudarmono, Hasibuan, & Us, 2020). The mechanism and formulation of the budget

has gone through a formal process of legislation, but the formulation is still being nominated by the interests of the political elite. Financing planning

The implementation of Government Regulation Number 19 of 2005 has implications for the need to develop financing standards through standardization of educational costs which include operational costs, investment costs, and personal costs (Wirian, Agustina, & Siahaan, 2022) As mandated in the 1945 Constitution (amendment), article 31, paragraph 4, the government must set 20% of the budget for education expenses from the state budget. According to Indrawan (2019) the education financing system in Indonesia involves elements of government, society and the private sector to increase equity and quality of education In article 31 paragraph 4 of the 1945 Constitution it is explained regarding education funding. The state allocates 20% of the national budget for education from the APBN/APBD. In its implementation, the 20% budget includes teachers' salaries. Meanwhile, in Law (UU) Number 20 of 2003 concerning the National Education System (SPN) article 49 paragraph (1) it is stated that "Education funds other than teacher salaries and official education costs are allocated at least 20 percent of the State Revenue and Expenditure Budget (APBN). In 2023 the government has budgeted 20% of APBN funds or around 608.3 trillion, but in reality the management of these education funds has not been on target, which has resulted in not increasing the quality of education in Indonesia. Even the education fund management system in Indonesia has not shown a clear mechanism. This condition is exacerbated by the many political interests of certain groups who want to manage educator funds in the form of educational projects.

The National Education System Law No. 20 of 2003 is a continuation of Law Number 2 of 1989 or known as the 1989 National Education System Law. The 1989 National Education System Law did not

comprehensively regulate education issues. In the previous National Education System Law it was stated that the implementation of national education is a system that aims to strengthen national resilience and create an advanced society that is rooted in national culture and national unity. Changes in the national education system are inseparable from the interference of political interests. Various impacts of political policies have greatly influenced the national education system starting from curriculum changes.

Politics has a major influence on changes to the national education curriculum (Hasse & Pabbajah, 2018). Historically, the preparation of the national education curriculum has undergone changes from 1947 to 2013, increasing human resources, facilities and infrastructure, and the allocation of the education budget which has been agreed at 20% of the APBN/APBD. The background to the magnitude of political influence in education funding is that first, the policies made are inseparable from the tendencies of certain groups, the second, policy-making actors have full power, third, there is thought (rationality) and a hidden agenda (hidden agenda) of policy makers.

Therefore political policies have a major impact on the national education system. When there is a change in leadership, there will automatically be a change in policy which is sometimes not for the benefit of the world of education but for the benefit of certain groups. The government should be able to overcome the problem of national education by prioritizing the interests of the community, not certain political elites.

Method

The approach used in this study is a descriptive qualitative literature study, with categories of analysis based on the findings of previous researchers on education financing models.

Result And Discussion

1. Implementation Of Indonesian Education Financing

Education has a very important position in nation building. Therefore education is a human investment, which means that the future success of the nation is largely determined by current investment. Indonesian education is currently still unclear where it is going, the government is still confused about what to use in realizing the ideals of national education. Many models have been adopted from outside but all have not been able to solve our educational problems (Budaya, 2017). The 21st century is the century of knowledge and Indonesia should have stepped in line with the demands of the times and avoided powerlessness (Fadhlurrahman & Assegaf, 2016). However, in reality national education is still faced with various problems such as 1) equity in education, 2) low quality and relevance of education, 3) weak management of national education 5) lack of independence and superiority in science and technology, (Sumardi 2005, Fadhlurrahman & Assegaf, 2016).

The problems in the world of education are inseparable from the management of education funds. Cost low ones have an impact on the quality of education and the learning process as well as the quality of the resulting outcomes. (Arifah, 2018) means that there is a positive correlation between the amount of education costs and improving the quality of education. Therefore it is necessary to carry out educational transformation. Education transformation in Indonesia is a system for rebuilding the spirit of education in Indonesia so that it is in line with the goals of national education in Indonesia. Indonesia's national education goals are expected to be able to give birth to Indonesian people who are religious and moral, master knowledge and skills, physically and mentally healthy, and have a personality and responsibility.

Referring to the National Education System Law No. 20 of 2003, article 46 states that education financing is a shared responsibility between the central government, regional governments and the community. This regulation is strengthened by PP no. 48 of 2008 on the explanation sheet emphasized that education funding is a shared responsibility, namely the central government, regional governments and the community with the principles of fairness, adequacy, sustainability, efficiency, transparency and public accountability. The issue of the education budget is one of the important elements to improve the quality of national education. The percentage of the education budget approved by the DPR Budget Committee from the percentage required by the constitution is seen by many as a form of the government's low commitment to education.

The progress of national education requires a lot of money. Not only to improve the quality of learning facilities. We can see the implementation of the education funding policy together. The progressive scenario of fulfilling the education budget agreed upon jointly by the DPR and the Government on July 4, 2005, stipulates a gradual increase of 2.7 percent per year until 2009, with details of increases of 6.6% (2004), 9.29% (2005), 12.01% (2006), 14.68% (2007), 17.40% (2008), 20.1% (2009), and 20.2% from 2011-2013. Since 2009, 2010, 2011, 2012 and 2013, Indonesia already has a budget of over 20%.

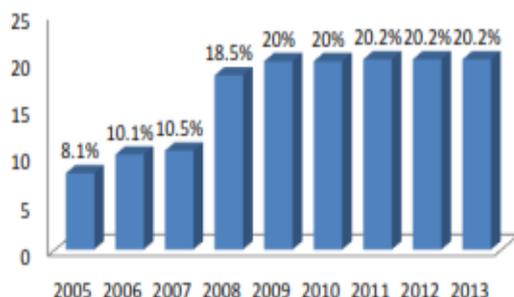


Figure 1: Increase in the education budget since 2005

Based on the table above, it is known that every year there is an increase in the education funding budget. Discussing education financing is closely related to the economic theory of education. Education makes a major contribution to the development of socio-economic life by increasing knowledge, skills, abilities, attitudes and productivity. In terms of educational economics theory, particularly the human capital approach, the financing aspect is seen as part of educational investment which determines the level of individual and group productivity. (Lorensius & Ping, 2021) The concept of educational economics with a human capital approach has been developed by

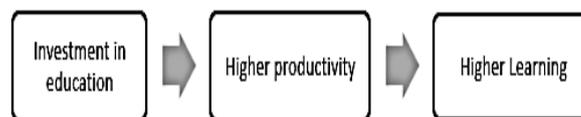


Figure 2. The Human Capital Model in Education (Cohn, 1979)

The human capital model describes education financing as an aspect of educational investment and also determines the productivity of managing education costs both individually and in groups. The productivity of the human capital model affects the earning of a person or group to contribute to accelerating economic growth and development. Classifies the education financing model into two parts, namely: 1) Flat Grant Model (Aflaha et al., 2021) is a model of distribution of funds, in this case local governments receive funds in the same amount from the central government to support education in their respective regions regardless of differences in regional capabilities; 2) The Equalization Model is a model based on the community's ability to pay.

Effective and efficient financing is a joint responsibility of both the government and society. Mutual trust needs to be built both within the government and between the government and the community and the community and the community itself can be

grown. For this reason, openness, participation, accountability are needed in the implementation of education starting from planning, implementation and supervision to become keywords to realize the effectiveness of education financing.

2. Political Influence On Education Financing Budget

Politics in the national education system cannot be separated, especially in determining the education budget. Education Funding as stated in Article 31 paragraph (4) of the 1945 Constitution that the State prioritizes an education budget of at least 20% of the APBN/APBD with the reality and practice of education funding. The fact is that the education administration budget of 20% of the APBN/APBD includes teacher salaries and others. Inconsistency in education funding causes educational support facilities such as school buildings, sports fields, and other infrastructure to not meet needs. This is supported by the results of research from Sukasni and Efendy (2017) that there are facts that show something is wrong in the implementation of the national education system in Indonesia. One of these mistakes can be seen from budget politics.

Politics also influences educational resources such as teacher salaries, infrastructure to support learning activities, and training. One of the important things in developing a meaningful learning process is the availability of professional teachers. Of the 2.7 million teachers in Indonesia, their educational qualifications are still low, namely 65% of their teacher education is under 4 years. The provision of professional teachers has been neglected. If teacher professionalism is aligned with other professional positions such as doctors and lawyers, then teacher professionalism is still lagging behind. In Law No. 14 of 2005 concerning teachers and lecturers who demand teachers as education levels A1 and D4 +. One of the deficiencies in teacher education prior to serving as a teacher is

professional practice. At this stage for 2 semesters students learn to apply a variety of basic professional academic knowledge. Students are 2/3 of the time in the school environment to observe, lead and guide the learning process under the supervision of a team of professional lecturers. The teacher certification policy was initially an effort to make existing teachers become professional teachers.

However, several indications show that the teacher certification policy has failed to turn teachers into professionals. Because teachers who pursue certification are solely motivated to pursue certification allowances, after they get a certificate, there is no sign that they have turned into professional teachers, both in designing, developing, implementing, assessing, and diagnosing the various problems faced by students. the difference. The community expects the education financing system to reflect the achievement of educational quality. To respond to the community's demands, the government adopted a cross-subsidized financing system in which the system prioritized students who did not have access to education because they were economically disadvantaged. This is regulated in Article 52 letter f, Government Regulation Number 48 of 2008 concerning Education Funding where one of the provisions stipulates that education unit education funds organized by the Central Government or Regional Government apply a cross-subsidy system which is regulated separately by the education unit (Wandra, 2021).

The education financing system in Indonesia is influenced by government policies/politics. We know two systems, namely centralization and decentralization. The cost of education in Indonesia is never cheap, that is the reality in the history of education in Indonesia. This is compared to the average income of the community which is smaller than their needs.

Conclusion

Educational financing planning determines the success of goals in achieving education funding. In essence, planning is the process of initiating various goals, strategic boundaries, policies and also very detailed plans for achieving them, organizational achievements for implementing decisions and also including performance reviews and also feedback in terms of the introduction of new planning cycles. Education financing has a very important role in the ongoing process of education, financing as a supporting factor. Education financing is a vital aspect in efforts to develop the national education system. Education as an investment Source

According to Maliki, the chaotic face of education in Indonesia is a product of the political interests of the authorities in placing education as one of the tools of power. This reality can be read from the Durkheimian functional theory which views society as a unification of various subsystems that will work effectively if each subsystem is mobilized to support the existing system. Likewise with education In article 6 paragraph 6 states "Education is carried out by empowering all components of society through participation in the implementation and quality control of educational services". Strengthened by article 46 paragraph 1 states that education funding is the joint responsibility of the government, local government and the community. Likewise, Article 49 paragraph states that the location of education funds is at least 20 percent of the APBN and 20 percent of the APBD excluding salaries. To realize the policy.

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