



GOVERNMENT POLICIES OVERCOME EDUCATION IN INDONESIA BY BUILDING QUALITY EDUCATORS

Ulya Ulul Janah

Institut Agama Islam Kudus

Ulyajannah3@gmail.com

Abstract

Improving the quality of education in Indonesia is closely related to efforts to increase the maturity and professional abilities of teachers or human resources in teaching and providing learning that will later be able to become provisions in facing challenges in the world of education. The quality of education is very dependent on the components contained in education, including the components that greatly affect the success or failure of education, which depends on the quality of teach of teachers by the students . Therefore, the government took a policy by issuing Law No. 14 of 2005 concerning teachers and lecturers, which in essence was to improve the quality of teachers and lecturers in the learning and teaching process. Professional teachers are teachers who are able to be dedicated with all the elements that exist, both with students, other teachers, education staff from other agencies, school principals and other communities, and certainly teachers who are experts in their fields and backgrounds from the education that has been taken. Thus the teacher is a determining factor for the success of the teaching and learning process in educational institutions. In discussing the education system in Indonesia, a supervision team is also needed. Supervision itself is a service process to assist and foster teachers where this coaching can later help repair and improve the professionalism of teachers or lecturers. In this case, the principal is given the obligation to help teachers and provide support and direction so that they can carry out their duties properly as an asset for educators and teachers. Because the main function of educational supervision is to improve and improve the quality of teaching in teaching students who are the nation's golden generation. However, the facts on the ground are that the supervision of education in schools, whether related to teachers, expert staff, or principals, did not go as planned by the government. Supervision experienced many obstacles and did not work properly.

Keywords: Education in Indonesia, Supervision , Professional teachers, Planned by the government.



THE ROLE OF EDUCATIONAL INSTITUTIONS FACING THE WEAKNESS OF THE EDUCATION SYSTEM IN INDONESIA

Education is one of the main assets in a country and is very important in the survival of the nation. Quality and high-quality education so that it can compete in the international arena is very necessary in an effort to advance the future of the nation and state. As stated in the National Education System Law no. 20/2003, which in the contents of the law explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character. , as well as the skills needed by the community, nation and state. The vision in the world of education in Indonesia is the realization of a national education system that can empower all Indonesian citizens to become quality human beings so that they are able and active in facing the challenges of an increasingly modern era in the global era of globalization. (Jiddy Masyfu, 2021)

The problem of education in Indonesia is a very important issue for the whole community, not only from the government but the community is also involved, but the government must take an important role in dealing with the problems that exist in the world of education in Indonesia. Education has always been the hope of the nation to develop individuals and society, especially the products of educators who are more advanced, both in thought and morals. For this reason, it is necessary to improve the quality of education, especially educators. This is because educators occupy a position that is very influential on the development of students to get the existence of their service in the world of education. The task of this educational problem is not only the task of teachers and parents but also the task of the government.

The problem that commonly occurs in the implementation of the character education system for students is the weakness of the system in quality assurance from the education management carried out by educational institutions for character education. The lack of inadequate general requirements, such as the identification of a detailed process from the principal's policy, system planning that has not been maximized, programs and implementation as well as obstacles from educational programs have not been used as a need to ensure quality in character education.



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In connection with this process, which is an obstacle in the education system in Indonesia, it does not receive special attention from the central government. This is due to the weak determination of the criteria and learning methods needed to ensure that policies, planning, implementation and barriers will be effective with control and review in continuous improvement provided by the government. Most schools are not able to meet the general requirements, documentation, and manuals quality which includes the scope of the character education quality assurance system in particular. Written procedures and descriptions of the interaction sequences of policy, planning, program and implementation as well as constraints are not directly documented. (Nina Haryanah, 2018)

That is why the education system in Indonesia is expected to be able to improve the quality of education, both in terms of morals and the quality of its human resources. With the issuance of Law Number 20 of 2003 concerning the National Education System by the government, through the ministry of education, educators are expected to be able to accommodate and regulate all current demands and needs of the nation. The government has high hopes for educators, which of course are the key to future success and progress in other young generations as a result of educational products produced by qualified educators. Currently, Indonesia's condition in terms of managing the education system, according to the results of the Human Development Index (HDI) survey, ranks 102 out of 164 countries. Based on the report provided by the International Institute for Development (IID) which puts Indonesia in the worst position in the education system, which is the last rank among 49 countries. (Meldiya Kismonia Chanda, 2017).

Based on the data provided by IID, there needs to be a system renewal from the ministry of education and culture as well as a large involvement of the government in implementing the national education system in Indonesia, not only as an institution that produces regulations and enforces policies that support the education system alone, but also the most important thing is to provide support and socialization of mentoring to educators as a form of the operational system that is held in an effort to recover or cover up the education system structure in order to improve the quality of the education system in this country. For example, in the 2003 National Education System or National Education System Law which is contained in Articles 10 and 11 where the article states the rights and obligations of the



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government and local governments to provide assistance and support in providing quality education for every citizen without discrimination.

On the basis of the enactment of these regulations, people should be able to enjoy education as one of the provisions or guidelines for life in society and the state and improve the quality of education in Indonesia. Basically the education system is a very rare and expensive state asset, especially to get education to a higher level, while the labor quota requires human resources who have the knowledge and skills which of course are obtained from formal education. Therefore, the government continues to upgrade educators in order to create high-quality educational products, such as the holding of scholarships for students, the release of the Merdeka Learning program from the ministry of education, and the establishment of educational training centers and socialization of mentoring for education personnel throughout the country of Indonesia.

GOVERNMENT STRATEGIES IN OVERCOMING THE WEAKNESS OF THE EDUCATION SYSTEM IN INDONESIA

The education system in Indonesia is based on the national education system. However, education in Indonesia has not yet reached the target desired by the government, in which there is an internal gap between ideals and reality. This can be seen from various factors that occur in the world of education such as weaknesses in the management sector of the education system, the lack of government and community support that is still low for educators, the effectiveness and efficiency of learning activities that are still weak and not optimal, educational resource facilities and infrastructure. inadequate, and finally the weak standard of learning evaluation. The results of the chaotic education system affect expectations for a good education system, so it is still far from successful and successful. Various solutions have been made including updating the curriculum nationally, by rearranging learning media and learning curriculum nationally, but the government still encounters serious obstacles in the education system in Indonesia. This situation requires a systemic arrangement that takes into account various factors, namely Indonesian politics, economy, social and culture.

Improvements to the quality of education cannot only be done by improving facilities and infrastructure, changing the curriculum or increasing the qualifications of teaching staff,



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which is one of the ways that the government through the ministry of education provides solutions from the education system in Indonesia by paying attention to quality and fate or welfare. educators. Improvements to facilities and infrastructure, as well as curriculum renewal, have been carried out a lot, however, there are still few that have not been implemented by paying attention to the needs and fate of educators as a whole. Experts in the field of education, frankly admit that the main issues of education that are often discussed on various occasions so far have focused more on curriculum issues than on the problem of teaching staff. In fact, it has become a common understanding that the problem of educators is far more important than the problems of the curriculum and other components of education. This statement illustrates that the problem of educators or teachers has not fully received adequate attention by education practitioners, especially by education policy makers. Therefore, educators as one of the most important components and assets in the education system, must receive the main attention of the government. As a result, the government held a new movement for educators so that the quality or quality of educators could be maximized and guaranteed. In addition, material welfare must also receive serious attention. That way they can work optimally in improving the quality of education, without having to think about other things related to their life needs. (Rais Hidayat, Yuyun Elizabeth Patras, 2020).

The progress and development of the world education system is one of the important factors in the success of a nation. Some indications, of course, can be seen from the progress of the western world, such as America and Europe, which have always been role models or descriptions of every issue of education. This can be seen from various data that has been obtained from various information about advantages in the field of education such as learning models, research results, the best graduate products and so on. The Indonesian nation as a nation whose position is still said to be a developing country is looking for the best solution regarding how and efforts to become a developed country, especially in the field of education. And the education system in Indonesia refers to the National Education System which is a great hope of one of the country's ideals that will bring progress and development of the nation and face the challenges of this era of globalization.

Funds are one of the important conditions that can determine the success of the implementation of quality education. Education funds provided by the central government can be used to build infrastructure and improve facilities for the comfort of educators and



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students. So far, the quality of education in Indonesia is still low due to inadequate funding. Without sufficient funds, it can have implications for the poor management of education. However, funds are not the only element that can determine the success of the business of providing education in Indonesia. (Munirah, 2017)

The existence of an educational institution must also be balanced with the existence of countervailing power or system management from the center to the community in order to maximize teaching and learning activities for educators and students. The form of government involvement can also be in the form of the presence of the school board (for classes from elementary school to high school), as well as at the tertiary level (whatever the name is, the important institution is the function of its existence). Schools have become the property of the central government, because they are controlled through various regulations determined by the central government, such as: curriculum, education personnel, facilities, textbooks, financing and others. (Tilaar, H.A.R, 2018).

Of all the explanations above to the systematic picture of the world of education in Indonesia, the most substantial and the main point is the problem of education administration, both from the curriculum and also the lack of attention from the government which is less than optimal which must be the main foundation for the younger generation involved in the system. education in Indonesia. The government's effort to improve the education system in Indonesia for the nation's generation is to include Article 12 Paragraph (1) in the National Education System Law (Sisdiknas), namely by giving every student the right to obtain the same education and religious teacher education according to their respective religions. , and need support by all parties, both government and society. The downturn in conditions in the world of education in Indonesia as described in the HDI and IID reports cannot be separated from the role of all components in the national education system. (H. Hasan Baharun, 2017)

The components that support in overcoming educational problems in Indonesia consist of: educators, educational institutions, students, government, government institutions, science and technology development institutions, and social and community organizations. Based on these components, the government, educators, and students are a core component that influences each other and has significant progress towards changes (improvements) of the education system in Indonesia. the. For that we need synergy from all components and cannot stand alone without the support of internal and external factors.



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The implementation of this aspect of the education system in Indonesia is the input system (students) as objects in the world of education, while the learning process or transformation is a production machine that will print students as expected, and the purpose of the learning method established by the government is the final result. achieved or output. It should be noted that the process or transformation in the work of the education system in Indonesia is influenced by various factors, such as facilities, time, environment, resources, educators and so on, where these factors greatly determine the output of education management in Indonesia. (Suherman, 2017).

Along with the passage of time and the enthusiasm of educators for the sake of the State in implementing the education system in Indonesia, the ministry of education continues to provide assistance and issue policies to support the results of educational work carried out under the authority of power, even though the education workforce is academic workers in the management of institutions. Education, schools and colleges are known for their echelonization of the highest position or staffing. (Muhardi, 2018)

The goals of national education contained in the education law, both in the laws that have been in force in Indonesia and those that are still in force, can be formulated that national education is expected to give birth to people who are religious and moral, mastering science and skills, physically and mentally healthy, and have good personality and responsibility. answer. The objectives mentioned above are still universal so that if contrasted with the characteristics of modern society in the era of globalization and all the challenges and opportunities that exist, then national education is expected to produce quality Indonesian people who are able to support, among others: a stable democratic political system based on Pancasila, supporting the economic system a solid national infrastructure with physical, technological infrastructure, human resource infrastructure, developing entrepreneurship and growing small entrepreneurs, supporting a strong science and technology development system, supporting the advancement of culture in various arts, literature, as well as the cognitive and normative dimensions of national culture, and supporting solid social ethics .

Then the government also upgrades educators, improving the quality of teachers is one of the keys in advancing education which is awaited by the government and society in general because it is everyone's dream to get a progressive golden generation. Various programs continue to be held by the government to support the development of this teacher's



potential. On the other hand, teachers must also be motivated to read a lot, practice work, and become inspirational figures and motivators for students and the community. Without the power of will in the teacher, then any effort made by the government is meaningless, because it is only a mere formality, without any energy of change for the better in accordance with the expectations of all parties. Just following the training without any effect.

Conclusion

Education is one of the main assets of a country and is very important in the survival of the nation. Quality education is very necessary in the effort to advance the nation and state. The quality of education is very dependent on the components contained in education, including the components that greatly affect the success or failure of education, which depends on the quality of teaching teachers. The education system is a very rare and expensive state asset, especially to get education to a higher level, while the labor quota requires human resources who have the knowledge and skills which of course are obtained from formal education.

The implementation of character and moral education that is oriented towards guaranteed quality is quite complex. Many schools experience obstacles both at the system level and policy implementation. A common problem in the implementation of character education is the weakness of the quality assurance system in the management of education for character education.

In the theoretical ideal concept in the world of education, educational autonomy is a demand for democratization and the development of civilization as well as science and technology in the current era of globalization. The community is placed in an autonomous position to design quality educational products such as students and manage education, so it is hoped that a social life format that is increasingly independent, critical and creative will grow. As a result, there is a high dependence on regulations given by the central government and local communities become less independent, less initiative and less creative.



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