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by

Submission date: 20-Sep-2023 09:33PM (UTC+0700)

Submission ID: 2171616304

File name: 034_ekasusila910_Jurnal Eka Susila Ing.dot (80.5K)

Word count: 3702

Character count: 20868

Low Quality Of Education Rendahnya Mutu Pendidikan

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ABSTRACT

The quality of education in elementary schools is very important in the educational development of a country. However, the quality of education at this level is often found to be lower than average. Various factors, such as the quality of teachers, inadequate curricula, lack of facilities and infrastructure, and lack of support from the government and society can cause the low quality of education in primary schools. The impact of low-quality education in elementary schools is low student academic achievement, lack of fundamental skills, and inequality in educational opportunities. To improve the quality of education in elementary schools, various efforts need to be made. First, it is essential to improve the quality of teachers. Second, it is necessary to review the curriculum implemented in elementary schools. Third, improving educational facilities and infrastructure in elementary schools is very important. Fourth, support from the government and community is necessary to improve the quality of elementary school education. To improve the quality of education in elementary schools, collaborative efforts are needed that involve all education stakeholders. By improving the quality of teachers, developing relevant curricula, providing adequate facilities and infrastructure, and getting support from the government and the community, it is hoped that the quality of education in elementary schools can be improved and provide a strong foundation for the development of education as a whole.

Keywords: Quality of Education, Student Academic, Curriculum, Collaborative.

1. BACKGROUND

Education is critical in a nation's life; it is a strategic medium for enhancing the quality of human resources. As a result, education has become the most crucial component of a country's continuous development and prosperity. Education is one of the most important components of life. Studying curriculum differences is a way to find out various aspects related to the Indonesian education system and certain countries, especially those related to the advantages and disadvantages that occur in the education system (Nasution et al. 2022). Education is widely acknowledged to be the most important aspect of any nation. One of the determinants of a country's progress is the quality of its education. In other words, the quality of education in a nation or country can indicate its progress. The poor quality of existing education will lead the nation or country to fall behind. According to Nandika, since 1972 UNESCO (United Nations Educational, Scientific, and Cultural

Organization) or Organisasi Pendidikan, Ilmu Pengetahuan, dan Kebudayaan emphasized that education has the function of being the key to opening the way to developing and improving the country (Nurhuda 2022).

The implementation of education is an essential concern for Indonesia. Therefore, the government has undertaken several initiatives to ensure that education continues to improve. This can be seen from the contents of the 1945 Constitution article 31 sections (3) and (4) in the article emphasizes that the government is obliged to strive for the implementation of national teaching to educate the nation's life as regulated in the Law by prioritizing the budget for education at least 20% of APBN (Indonesian State Revenue and Expenditure Budget) and APBD (Regional Revenue and Expenditure Budget) (Sujanto 2021). However, education is never free from various problems. According to Fajri (2019), the problems faced by

education are divided into two categories: micro problems and macro problems. Micro problems occur in components of education as a system, such as curriculum issues. Meanwhile, macro problems are problems that arise from within education as a system with other plans that more broadly cover all human life, such as the uneven implementation of education in each region.

According to the results of a survey regarding the secondary education system in the world in 2018 issued by PISA (Program for International Student Assessment) in 2019, Indonesia ranked 74th out of 79 other countries in the survey. In other words, Indonesia is in the 6th lowest position compared to other countries. This is a very concerning condition. Of course, with so many human resources (HR), education should be able to improve the quality of Indonesian human resources, but this is not the case. With the quality of education in Indonesia being considered to be very low compared to other countries in the world, many factors are inhibiting the progress of education in Indonesia. According to Kurniawan, factors that determine the success of an education system can also be due to students, the role of a teacher, economic conditions, facilities and infrastructure, environment, and many other factors (Fatmurochman et al. 2021). Currently, Indonesia is trying to improve the quality of education in Indonesia with the 2013 curriculum. The implementation of the 2013 curriculum is anticipated to provide Indonesia with an opportunity to increase the quality of its education and increase its competitiveness to be on par with other countries. This article was written to discuss the current quality of Indonesian education which is considered low. Therefore, it is hoped that this writing will raise awareness from each individual to build a better and more advanced Indonesia to prepare quality human beings (Fajri and Afriansyah 2019).

1.1. Formulation Of The Problem

How can we improve the quality of Indonesian education that is currently considered low?

2. RESULT AND DISCUSSION

2.1. Low Quality Of Indonesian Education

Quality is the extent to which something is good or bad. The existence of quality is essential in determining whether something has achieved success or not. As with the quality of education, the quality of education is needed to understand whether the implementation of education is running according to the objectives or not. According to Ace Suryadi and H.A.R. Tilaar, quality of education is the ability of educational institutions to utilize educational resources to improve learning

abilities as optimally as possible (Sujanto 2021). In terms of education, the meaning of quality refers to the process of implementing education and the results of education. The quality or quality of education in Indonesia is currently lower compared to other countries in the world.

According to the results of a survey regarding the secondary education system in the world in 2018 issued by PISA (Program for International Student Assessment) in 2019, Indonesia ranked 74th out of 79 other countries in the survey. In other words, Indonesia is in the 6th lowest position compared to other countries (Ansori 2021). By looking at the current reality, Indonesia needs to continue to strive for the best to realize education that is by the goals of national education in Law Number 20 of 2003 concerning the National Education System Article 3, namely education that can develop the potential of students to become human beings who are devoted to God Almighty, knowledgeable, noble, creative, independent, and able to become democratic citizens (Nurhuda 2022).

2.2. Educational Problems in Indonesia

The most difficult challenge in achieving a good quality education in Indonesia is the variety of educational problems. This issue is the most significant contributor to Indonesia's current low quality of education. The Indonesian people must pay close attention to this. This is because the quality of the people produced is highly reliant on the quality of education (Sujanto 2021). The problems are as follows:

a. Indonesian Education Problems In The Macro Dimensions.

- 1) A curriculum that is both perplexing and overly complex

A curriculum is a design or program provided by education providers for their students. Since the declaration of independence in Indonesia, there have been 10 to 11 curriculum changes. Of course, curriculum changes can be perplexing, particularly for educators, students, and even parents. Changing the curriculum can also be interpreted by changing people, educators, education providers, and all those involved in education. As a result, curriculum changes are often considered social change (Mardiana and Sumiyatun 2017). Aside from curriculum changes, the curriculum implemented in Indonesia is also quite complex. The result has an enormous impact on teachers and students. There will be a lot of material that students will have to learn. Thus, it is difficult for students to choose and develop their potential according to their wishes and abilities. In addition to students, educators are also affected. Teachers will have a lot of work to do, including studying the

material and transferring it to their students. As a result, teachers occasionally do not provide their students with the best teaching. Indonesia is now implementing the 2013 curriculum, which has been seen as an addition to the earlier curricula. It is hoped that the implementation of the 2013 curriculum will be a good opportunity for Indonesia to improve the quality of its education and increase its competitiveness so that it is on par with other countries (Elvira 2021).

2) Unequal Education

Indonesia is a developing country that is still going through various development processes, including in the education sector. Thus, this causes the implementation of the education process in developing countries to continue to face many challenges, such as unequal distribution of education, particularly in underdeveloped areas. This inequality is frequently experienced by the poorest members of society. As we all know, the higher the level of education, the higher the costs. As a result of this, it is not uncommon for many people to choose not to attend school rather than pay high tuition (Maulana 2022).

3) Problems with Teacher Placement

In several cases of education in Indonesia, this problem of teacher placement still occurs frequently. In particular, placing teachers in subject areas outside of their specialties of education or expertise. This may prevent teachers from providing the best lessons possible. According to Jakaria, the inadequacy of teaching a teacher can be caused by many factors, one of which is the discrepancy between the subject being taught and the teacher's educational background (Yulaini 2017). This teacher placement problem usually occurs due to a shortage of teachers in a particular area. This means that existing teachers must be able to teach other fields of study to meet the needs of their students. This problem shortage usually occurs in remote areas, due to the uneven distribution of teachers to these areas.

4) Low Quality of Teacher

The teacher conveys knowledge to the students. The role of a teacher is very important in achieving educational success. It can be challenging to live as a teacher, there are so many responsibilities involved. However, there are still many teachers who view their work as something easy and only do their work to earn income (Yulaini 2017). At the moment, a false paradigm has been constructed regarding the understanding of the teaching profession, which includes: (1) creating people who are ready to work; (2) believing that educating is a simple task that

anyone can do; and (3) having the primary goal of earning money. 'Indonesia requires qualified and professional teachers,' says Leonard (2016). As an educator or teacher, teachers must be able to carry out responsibilities as they should. Teachers must educate, teach, guide, train, and assess their students. According to Law Number 20 of 2003, teachers are responsible for planning and organizing learning, implementing learning, assessing learning outcomes, guiding, training, researching, and serving the community. By carrying out their duties as a teacher, it is hoped that teachers can educate and guide their students to become human beings through national education goals (Yulia and Suryani 2022).

5) Expensive Education Costs

It has become common knowledge that "the higher the education, the higher the costs incurred." This needs to be of concern to the government because many people are affected by the high cost of education. The high cost of education is very burdensome for the Indonesian people, most of whom are from the lower middle class. A lot of people would rather not go to school than have to pay a large amount of money. Some people want to go to school but are unable to do so due to financial constraints. It should be noted that the high cost of education in Indonesia will make education inequitable and affect various aspects of life. According to Idris, this educational problem will affect all aspects of life, causing rampant unemployment, rampant crime, increasing poverty, and further problems (Yulia and Suryani 2022).

b. Indonesian Education Problems in the Micro

1) Monotonous Learning Method

This monotonous learning method means a lack of change and innovation; in other words, this method is done just like that, and there is no difference when the teacher presents the material. The learning methods used greatly influence student learning outcomes. This is because the learning process is an educational activity that involves interaction between students and teachers. Interaction during learning activities has educational value because students are directed to achieve specific learning goals that have been prepared to ensure that students can comprehend the material presented (Fajri and Afriansyah 2019). As a result, to engage students in learning activities and help them achieve the desired learning outcomes, educators and teachers must use creative and innovative techniques.

2) Inadequate Facilities and Infrastructure

As a developing country, Indonesia still needs to develop and perfect a lot of things. This includes enhancing the infrastructure and facilities for education. Even today, it is common to find inadequate or non-existent facilities in certain regional schools. The problem of poor educational facility and infrastructure quality can be caused by a variety of factors, including hampered distribution of funds, misuse of school funds, poor maintenance of facilities and infrastructure, oversight by indifferent school officials to facilities and infrastructure, and others (Agustang, Mutiara, and Asrifan 2021). As a result, many students have no opportunity to make full use of the facilities at school. Having adequate educational facilities and infrastructure can help students learn better. According to Yustikia, facilities and infrastructure have a significant impact on learning. A learning process that does not make use of adequate facilities and infrastructure will be adverse to the learning process. Sri Yustikia (2019) believes that because of that the learning process is less meaningful.

3) Student Underachievement

The essence of an education is the learning process itself. The learning process is certainly very influential on student achievement. The learning process is carried out to develop and discover the potential that occurs within students and produce the expected student achievements. Putri and Neviarni contend that success in learning can be seen by achievement, which is the conclusion of the learning process (Nasri et al., 2022). However, unfortunately, student underachievement is still a big challenge to realizing Indonesia's educational expectations.

2.3. Improve the Quality of Education

The quality of education in Indonesia remains low compared to other countries. Education is of the utmost significance in life. The nation holds high expectations for students to contribute to Indonesia's progress. The importance of education in creating a high-quality society should be noted (Tanuwijaya and Tambunan, 2021). To achieve an education that is compatible with national education goals and, of course, that can produce quality human beings, efforts, and solutions must be made. The following are a few solutions to this issue.

a. Science and technology.

Learning in schools is used to develop human resources and technology and prepare the next generation of a country. Indonesia must make changes to the education system in considering **the development of new technologies in the field of education**. Reform implementation is challenging, so Indonesian human resources must be prepared to handle it (Saptono, 2016).

b. Population Growth Rate.

The extremely rapid rate of growth will have an impact on the issue of equality, as well as the quality and relevance of education. The number of students will be affected by population growth. More schools are required to accommodate population growth as it increases. Many students will be neglected or not attend school if a school's capacity is insufficient. This will cause issues with educational equality. However, if a school's number and capacity are imposed, there will be an imbalance between teaching staff and students. If this situation persists, the quality and relevance of education will be compromised.

c. Providing Equitable Education

The problem of educational inequality in Indonesia is not unfamiliar to us. Until now, there are still frequent cases where certain areas of education do not receive adequate attention. Several approaches can be taken to address the issue of educational inequality. According to Kurniawan, traditional solutions that can be implemented consist of (1) the construction of buildings or study rooms for students in each region (2) cooperation among residents to care for and maintain the school facilities provided, and (3) sending professional teachers to areas that are remote or underserved. (4) There is a

program to approach residents or conduct education about the importance of education (visiting residents' homes) (5) There is an Universitas Terbuka, which is now widely implemented in various regions (Suparya, Suastra, and Arnyana 2022). The issue of cost is also a challenge to the distribution of education. As a result, the government should focus on channeling funds to underprivileged populations so that they can attend school. In addition to the government, the community can work together to meet the educational needs of those in need.

d. Improving Teacher Welfare

As previously stated, according to Law Number 20 of 2003, education in Indonesia requires teachers who can carry out their duties and functions correctly. To accomplish this, teacher welfare must be guaranteed. Both teacher well-being and professionalism are believed to go hand in hand. The fact that there are still a lot of teachers who work part-time jobs like doing business or being farmers. According to Kulla's, shows the inadequate impact of teacher welfare (Cecep et al. 2021). The efficiency of the teacher as a teacher will be affected by this. Teachers frequently put too much time into their side jobs, leading to student learning.

e. Improving the Quality of Education

To achieve educational objectives as expected, the quality of education in Indonesia needs to be further improved. Aziz asserts that a quality education can satisfy the aspirations, requirements, and desires of others (Mulyati 2022). The following steps can be taken to raise the standard of education: (1) deciding on the curriculum by what is required (adjusting it to the circumstances facing the students, society, and the nation); (2) taking care of

facility and infrastructure needs; (3) holding straightforward activities like classes, literacy programs, building relationships with parents of students, and so forth.

f. Improving Student Learning Achievement

Currently, Indonesian education continues to face difficulties due to student underachievement. Unfortunate as it may be, this fact demonstrates how inadequate Indonesian education is. Therefore, it is imperative to take steps or make efforts that can be a solution to these issues, such as: (1) The teacher makes learning enjoyable and efficient rather than tedious; (2) Students must actively participate in learning activities to be the center of learning; (3) The role of parents in motivating their children to learn is highly essential; and (4) The community helps students' learning process by creating a good and comfortable environment (Ghafur, 2022).

3. CONCLUSION

The key to a nation's development is its educational system. Indonesia has a great deal of natural wealth, which is inversely correlated with its quality of education. Something that is acknowledged as being important in every country. The implementation of education is an essential concern for Indonesia itself. Though there are always issues that can arise, Indonesian education is incapable of fulfilling its aspirations due to numerous of these problems. There are two types of educational problems: problems with macro dimensions and problems with micro dimensions. Macro problems involve a. an ineffective and overly complex curriculum; b. unequal education; c. issues with teacher placement; d. poor teacher quality; and e. high cost of education. Meanwhile, the micro problems contain a. Monotonous Learning

Method; b. An insufficient Facilities and Infrastructure; c. Low Student Achievement
 Implementing educational equality, enhancing teacher welfare, enhancing the quality of education, and enhancing student learning outcomes are among the possible solutions. The previously mentioned description demonstrates how precarious Indonesian education is. Therefore, each individual must be aware of the need to use education to make Indonesia a better and more developed nation.

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