

Problems Of Higher Education, Curriculum and Education In Indonesia

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Abstract

Education in Indonesia has developed from time to time. Indonesia was once a beacon of education in Asia but is currently in decline. The educational comfort zone is formed when we get stuck in the routine of certification and accreditation without realizing the essence behind the importance of these activities. The current school is only intended for obtaining a diploma, not knowledge let alone skills. This is what will be explored in this article. Educational reflection is intended as a reminder to us that education is the duty of the times and every age has the same educational task, which is to glorify and prosper human life. If our current education only elevates workers and the mafia, then something is wrong in our education.

Keywords: Education, Education System, Problems, Educators

INTRODUCTION

The world of Indonesian Higher Education has made many names of Great Indonesian Researchers. The work of Indonesian researchers is not inferior to researchers abroad, the field of political-economy, technology can be read in various reputable international journals. Their works were born amid the limited facilities and facilities on campus. However, with these limitations, they are still enthusiastic in working and working. If only the facilities were complete; workbench, private room, good internet access, complete library, okay journal access fulfilled will be more masterpieces produced.

Minister of Research, Technology and Higher Education M. Nasir targets that by 2023 Indonesian universities must be in the top three positions in the ASEAN (Southeast Asia) region. His efforts had to be hard to catch up with that quickly.

Responding to the problems of higher education in Indonesia, generally observers, academics, educational care communities, experts and researchers, acknowledged in general the three main records faced by Indonesian universities; First is the quality of the teaching staff. The number of doctors and college professors is still minimal. Second, the world of student affairs to express, and innovative in developing science, so far some campuses still lack facilities, teaching and learning facilities so as to limit the space for students to develop their interests, talents and knowledge. Third, the academic demands of students and lecturers are too dense. Students lack time to improve off-campus and organizational skills, lecturers lack the time and opportunity to research and write scientific papers.

The performance and quality of higher education research in Indonesia has decreased. Data from the World Economic Forum states that the number of Indonesian universities included in the world list is only two. Based on the index of innovation and higher education in the world, Indonesia is only included in the second grade and below. The innovation index in

2014, Indonesia was only able to perch on the 31st place. Getting further and further away from the number one and being in the middle of the world country. The publication of which is done a lot of plagiarism. Internal scientific publications are still under Malaysia. Our 10 largest universities are still losing publication results to one university in Malaysia. Thousands of campuses whose number of international publications is 0. Accreditation of Indonesian universities is also still in the C level, PTS dominates.

On the other side. Higher education has problems with the number of professors, irregularities in the appointment of professors, the shortage of professors should be overcome by opening up professorial opportunities according to the required slots. In the absence of standardization of salaries for lecturers, lecturers are only regulated by their obligations, while their salary rights are never regulated. Moreover, private lecturers (PTS), the standardization of salaries is no less worrying. The initial conclusion was; does not yet have a clear direction where Indonesian higher education will be taken. Higher Education's Toughest Challenge is Quality. Become a shared responsibility, especially for all higher education stakeholders in the country. The challenges of the world of higher education in Indonesia in the future will indeed be even tougher, because it is required to be able to answer so many problems at once. Whether it is the challenges that arise as implications of the ongoing globalization process, or the challenges resulting from the emergence of various problems faced by the nation and state.

The problems and challenges of quality improvement, are not only caused by the demands of the development of science, but also in relation to the functioning of universities that are required to be able to play the role of agents of change. In an effort to develop quality universities, a patterned and integrated strategic plan is needed, and an adequate budget is also needed so that the implementation of the Tri Dharma of Higher Education can be carried out optimally.

PTN and PTS must continue to organize and improve themselves so that the process of organizing the Tri Dharma of Higher Education activities, which includes educational, research and community service activities, can be more synergistic and optimally carried out. These efforts must also be supported by facilities, adequate infrastructure, improving the quality and competence of teaching staff, revamping the administrative system and academic services, as well as structuring and strengthening campus conditions that are increasingly conducive, both for the implementation of the academic process of lectures and the activities of student activity units. The quality of higher education is determined by 6 elements, namely: 1. Clear learning outcomes 2. Healthy PT Organization 3. Transparent and accountable management of pt 4. Learning design of universities in the form of curriculum documents that are clear and according to the needs of the job market 5. The ability and skills of reliable and professional academic and nonacademic human resources; 6. Availability of adequate infrastructure and teaching and learning facilities

With these six elements, universities will be able to develop a healthy academic climate, and lead to the achievement of a quality and professional academic community. Quality The higher education system in Indonesia has four main stages, namely: (1) Input; (2) Process; (3) Output; and (4) Outcomes. Process is the keyword that determines the quality of output and income as the final result and expected effect. Curriculum, lecturers, infrastructure, and teaching and learning facilities are an inseparable unit of an educational process in higher education. However, the fulfillment of the first to fifth elements, if not fully supported by the sixth element, will not be of quality process and result. The availability of adequate infrastructure and learning facilities as the basic keywords for realizing the quality of higher education.

If examined by higher education in Indonesia, the problem lies in its upstream, namely how the availability of adequate facilities, pre-facilities to support the process of activities of the TRI DHARMA of Higher Education (Education, Research, Community Service). That should be the main concern and priority of the Ministry of Research, Technology and Higher Education, foundations and institutions providing higher education. Not only focus on taking care of downstream issues, the quality of PT research, campus-industry link and match, improving the quality of human resources and so on, as if the upstream problems have been resolved. Even though it hasn't been at all.

The number of state universities and private universities continues to grow, but it is not balanced by the availability of adequate facilities, educational facilities. Downstream and upstream must be in line, balanced in order to achieve government plans, programs and policies to realize the quality of higher education that is competitive, efficient, on par with the education of other developed countries. The quality of education, the quality of academic services, research performance, lecturer productivity, the quality of graduates can be realized if supported by the availability of adequate facilities, infrastructure. Based on this fact, the handling of educational problems is also very complex, concerns many components and involves many parties. Efforts to solve the problem of the quality of education in its outline include matters of a physical and soft nature, personnel, and management.

Development of the ability of education personnel through further study, curriculum improvement, infrastructure development that creates a conducive and peaceful environment for learning for students, as well as working and working for lecturers. Improvement of management administration, especially regarding budgets, and quality control activities. Kemenristekdikti must focus more on improving the upstream of education; providing, organizing, repairing, improving facilities, pre-facilities to support education, both PTN and PTS. Resolute and consistent in supervising, controlling the development of operations and activities of universities both public and private (PTS). The organizing body of private universities (PTS), not only prioritizes income and profit, but also must strive to provide adequate educational facilities and facilities. Equitable education, quality of education, research performance, lecturer welfare are classic problems faced by higher education in Indonesia.

Based on some of the explanations above, the author in this case tries to analyze the education ecosystem in Indonesia by emphasizing two things. The first is about higher education in Indonesia itself by reviewing through the system, patterns, and effects caused by the implementation. and the second is about problems in higher education in Indonesia both which include the system, curriculum, its application, educators, and other things that are considered a problem. With this, the author will explain the results of the analysis of the quality of the education system in Indonesia by looking at aspects of higher education, curriculum and educators.

RESEARCH METHODS

The research uses the exploratory case study method and the research approach uses a qualitative case study method which is used to obtain information on the advantages and disadvantages of the practice and application of various forms of programs offered by the government and has not obtained the desired expectations.

RESULT AND DISCUSSION

Higher Education in Indonesia

Education is often considered as a special thing (Privilege) especially by people who do not have access to education itself. Education in Indonesia, when viewed from the past until now, has at least experienced several times where each period has its own dynamics. Indonesia in general has experienced three periods, namely during the old, new, and reform era. Each of these times certainly has an effect, especially on the education sector. Education will also not be separated from the world of politics, where every policy in education is mostly taken by weighing other variables that have to do with the world of politics (Amelia, 2019).

Education in Indonesia also does not have a foundation or philosophy that is used as a reference. Likewise, every time the change of power, at that time the education system also experiences a change so that it gives rise to a kind of stuttering, especially in the way it is implemented (Syaefudin, 2010). On the other hand, the changing system is also not necessarily accompanied by effectiveness that leads to outcomes that are felt both in students, teachers, and in the educational ecosystem itself. Related to the Education system, this theme has always been a hot topic and always reaps pros and cons that come from various elements, both from the community, teachers, and students. The existence of these pros and cons is considered as an effect of the inconsistency of policymakers contained in the body of the Ministry of Education and Culture in terms of designing a system or curriculum that is suitable for education culture in Indonesia, so that the impact obtained has an impact on the quality of education in Indonesia.

Talking about the quality of education, Indonesia is currently a country whose education is somewhat lacking compared to surrounding countries such as Singapore and Malaysia. The quality of education starting from kindergarten to university still leaves a shortcoming or problem that is often faced today. If you look at history, basically the State of Indonesia is a country whose education is relatively good, so many students from neighboring countries study and study in Indonesia (). Such conditions are reversed today, where Malaysia and Singapore are currently one of the countries that have good quality in the Education sector in the Southeast Asia Region. The good quality of education that exists in these countries is also inseparable from the role of their governments in managing and paying attention to education in their countries. The attention manifested in the allocation of the state budget to education and the education system owned by them is also one of the factors in achieving good quality education.

When looking at the Indonesian government, the government itself budgets around 20% of the state budget and is allocated to education (kemendikbud.com). The allocation has been in place and has been running for approximately 10 years. Although the government has budgeted these costs for education, education in Indonesia is still fairly poor and not feasible. This can be seen from the percentage of education, especially in responding to current global conditions that are considered unable to keep up or are still lagging behind. Education is one of the factors that will also contribute, especially in terms of responding to the outside world and the current international market, considering that education can be seen as a tool (Tools) in responding to the times. The lack of good and feasibility of education in Indonesia also cannot be separated from other aspects such as the education system, curriculum, facilities and infrastructure, and educators. aspects that are one of the factors in the formation of education in Indonesia are also inseparable from the role of higher education. In this case, higher education is a level where one of the outputs is to produce graduates who will later be expected to contribute, especially in education.

Higher education in Indonesia itself can be said to be quite advanced even though in some contexts it still has shortcomings or problems faced. The shortcomings that currently exist in higher education in Indonesia are technical problems, where higher education in Indonesia tends to still have a system that at any time undergoes changes one after another. However, a system used is still classified as not reaching the needs or targeted goals. In this case, education in Indonesia still tends to use a goal-oriented approach rather than designing or forming a mature system by prioritizing processes (Sidi, 2003). On the other hand, policyholders who are in the bureaucracy also tend to be like this, where they at first glance seem to want a quick result in a tangible (instant) form. This, when observed, is certainly also inseparable from external impulses or triggers, which in this case is the era of globalization which often requires each country to be able to adjust so that it can survive in an era of fierce competition.

In addition to the problems that lead to the system in higher education, another problem in higher education also lies in the output. Higher education graduates are currently still considered underprivileged or lack competence, especially when they enter the world of work. In addition, the lack of products produced by them is also somewhat lacking and has not been able to answer the times. Research and findings are also still relatively minimal, so this also has an impact on the quality of education in Indonesia. Such problems basically cannot be viewed alone, considering the existence of graduates as well as due to the effects derived from the system, curriculum model, and educators in the higher education environment. The complexity of education will be seen in a more real and varied way. Starting from system problems and educators who do not meet the competency requirements, making it difficult to apply the material contained in the curriculum. Very minimal educational advice and infrastructure, accompanied by the administration and management of the school which is abortive. In addition, many problems are not directly visible, but have a connection with each other.

So it is necessary to look at educational problems holistically and integrally

The problems of Higher Education in Indonesia in terms of curriculum and Indonesian educators themselves cannot be said to be able to create an educational environment with good quality regardless of other things that affect it. Starting from the education system that tends to be bureaucratic and centered on political power, to matters related to the curriculum and educators who have a central role in advancing the quality of education. If observed, education in Indonesia is quite complex, causing several consequences, one of which affects the quality of education. Such problems are not easy to solve spontaneously, considering how complicated the problems owned by Indonesia itself are. Other variables outside of education related to geographical conditions, economy, and social conditions are also included as one of the variables that need to be observed. In the world of education, the problems that need to be considered are none other than problems that come from fundamental things such as the Education ecosystem in the form of a curriculum, as well as from the available educators.

The current system is a system that arguably always changes from time to time. Changes that occur at all levels of education including higher education also have the same effect on the Indonesian education climate. As is the case in a system that focuses on the higher education sector, where in general the system used in higher education seems to be only centralized in the central bureaucracy which is like trying to homogenize all higher education in Indonesia. In addition, various kinds of higher education in Indonesia in general have not been able to be beaten in general using the existing system. Higher education under the auspices of the Ministry of Research, Technology and Higher Education, as well as within the Ministry of Religion certainly has its own characteristics that ideally cannot be forced to follow the applicable rules. The existence of this kind of system also has an effect, especially in

shaping the curriculum that is used later in the learning process of students. The system used so far is also fairly rigid, where every application still tends to wait for command from the center. On the other hand, non-technical matters also contribute to the problem, where the current system seems to have been contaminated with KKN practices (corruption, collusion, and nepotism). This kind of problem is no less surprising, because the actors who play in the vortex of practice are none other than the people who are in the body of Education itself. This kind of practice is a type of disease that can gradually erode the quality of education in Indonesia. In addition to the system, the current curriculum pattern in higher education has not been able to anticipate the world in the 21st century. The lack of a budget that is considered too small causes insufficiency in meeting the needs of the education aspect. The existence of problems that occur in the system, funding, and curriculum if allowed to continue, will have an impact on the quality of output of higher education graduates. Where they will experience difficulties in competing and achieving to the global level, given the lack of competence, expertise, and skills possessed as a result of this fairly ineffective system.

One of the main things in improving the quality of education is accreditation. The fulfillment of prerequisites in the accreditation portfolio makes educational institutions emphasize more on the administrative process in order to meet the minimum standards of accreditation points. The innovation and creativity steps of the Institution even become counterproductive if not through prior planning. This makes universities slow to respond to changes that occur rapidly. Universities are not adaptive and lose their independence in developing science.

Another aspect that is considered to have a vital role in education is none other than educators. Educators, especially in the higher education environment, are often still considered less than optimal because the results obtained have not been able to have a real impact, especially on the quality of graduates. Educators in universities should ideally be lecturers who already have standard competencies and have expertise, especially in delivering teaching to students. Standardization that has qualifications such as missal has taken education with a master's level (S2), teaching competencies that are oriented towards the main tasks such as transforming, developing, and disseminating science, technology through education, research, and community service. and not to forget the support of facilities and infrastructure that can improve the performance of educators. In addition to the problems found in educators, problems such as the lack of publications / research conducted by lecturers also result in slow development progress in the quality of education. It can be seen that so far the problem felt by lecturers related to publication is when lecturers feel burdened by various kinds of things that are not entirely related to education. The filling of forms and administration that are held every time, as well as the fairly dense teaching demands of students also have a significant impact on lecturers in conducting research. It is different if you look at higher education in other countries, where lecturers who have qualifications as Professors and Doctors will be given sufficient time and financial support to conduct research every year. So that from the results of this research, at least a work will appear that will be published and have a real effect, especially in terms of development in the country.

Educator certification forms a transactional personality. Educators in today's era are busy fulfilling a portfolio of administrative and documentative certifications. There is no leap of creativity and innovation. The transactional culture between activities and the reward of certification points and the reluctance to bring out creativity makes our national education barren of innovation.

With the problems related to the system, curriculum, and educators, the government should ideally review matters related to education. This kind of step does not fully guarantee

that later Indonesia will have a good quality of education, especially in higher education. However, designing and forming a foundation that is used as a reference in developing education needs to be done so that Indonesian Education is able to create the right educational atmosphere for citizens. Such an option will indeed take a fairly long time, considering that things such as budgets, systems, curricula, educators, as well as facilities and infrastructure are certainly not easy and take a short time. However, it is necessary to realize that building quality in Indonesia requires considerable capital and the involvement of various elements to make this step a success. As a small example that has been taken by the Ministry of Research, Technology and Higher Education in universities, where in 2020 the government launched an independent learning program: an independent campus. Where in the program it is generally stated that each university has the authority to build policies in the form of opening new study programs, re-accreditation programs that are automatic in nature with a note that the college is ready, providing freedom for universities to become Legal Entity PTNs, and providing rights for students to take courses outside their study program. Examples of such steps certainly provide a breath of fresh air or hope for the college environment, although it is necessary to realize that its own application is certainly not as easy as the With the problems related to the system, curriculum, and educators, the government should ideally review matters related to education. This kind of step does not fully guarantee that later Indonesia will have a good quality of education, especially in higher education. However, designing and forming a foundation that is used as a reference in developing education needs to be done so that Indonesian Education is able to create the right educational atmosphere for citizens. Such an option will indeed take a fairly long time, considering that things such as budgets, systems, curricula, educators, as well as facilities and infrastructure are certainly not easy and take a short time. However, it is necessary to realize that building quality in Indonesia requires considerable capital and the involvement of various elements to make this step a success. As a small example that has been taken by the Ministry of Research, Technology and Higher Education in universities, where in 2020 the government launched an independent learning program: an independent campus. Where in the program it is generally stated that each university has the authority to build policies in the form of opening new study programs, re-accreditation programs that are automatic in nature with a note that the college is ready, providing freedom for universities to become Legal Entity PTNs, and providing rights for students to take courses outside their study program. Examples of such steps certainly provide a breath of fresh air or hope for the college environment, although it is necessary to realize that its own application is certainly not as easy as the imagined by all parties. Reviews and evaluations that are sustainable in nature must certainly continue to be carried out so that later the results obtained can be used as an assessment, especially in making future policies.

In addition to the problems as above, a review related to inputs to higher education in Indonesia needs to be looked at again considering that there are not a few students who will enter universities. Rules that are fairly strict with conditions that have been adjusted to the standards can be used as a new rule in selecting prospective didi participants in universities. This does not mean limiting students in obtaining their learning rights, but this option can be used as an alternative so that current universities, especially universities, are able to get prospective students who have basic fundamentals in undergoing the learning process. Keep in mind that currently the netting of students in the higher education environment has changed from time to time. The test content and materials used in attracting students are also fairly oriented towards basic things such as mathematical (quantitative) skills, reasoning, and language skills are fundamental provisions for prospective students who will study in higher education. Therefore, currently most universities use this assessment to get prospective

students who are in accordance with their standards. so it is hoped that in the learning process and the form of output will produce graduates who have ideal competencies and are able to contribute, especially in the quality of education in Indonesia, such as through practical research and in other contexts such as contributing through other means such as government, economy, and others.

CONCLUSION

Education is the most effective step to uplift the dignity and dignity of the nation. The government has paid more attention to improving the quality of national education. Today we are in a huge stream of changes in Education and rapid changes in information. The adaptability of educational institutions and the ability to innovate are absolute requirements to be able to become the best. At the educator level, we should all realize that Education is our duty together. Each of us is required to constantly improve our capacity by honing creativity and initiating positive changes through innovative steps. The curriculum is developed through good experiences and slowly added weight that is adapted to the challenges and changes that occur around us. The quality of education can reduce the inflation rate of education, meaning that education is not only aimed at fulfilling the industrial workforce. But also to advance and develop the industrial world which has a domino effect on the development of the quality of Indonesia's human resources as a whole.

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