
Educational Problems in Indonesia

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Abstract: Education is one of the most important things in human life. Every human being has the right to receive adequate and equitable education. However, what is happening in Indonesia is the inequality of education for all Indonesian citizens. Apart from that, recently what has been discussed is the education system in force in Indonesia which is considered rigid and ineffective. We can see this from the lagging behind the quality of education in Indonesia compared to other countries. The education system used in Indonesia is not much different from the education systems in other countries. The only difference is mistakes during practice in the field. Many fundamental errors create a gap between the goals of the education system and its implementation in the field. Which ultimately makes all these goals unable to be achieved and completed properly. This research aims to determine the problems of education in Indonesia. The research method used is a qualitative study with a descriptive-analytical approach. The data was collected through in-depth interviews with education stakeholders, including teachers, principals, parents of students, and education experts. The results show that the gap in access to education is still a major problem, especially in remote areas. The uneven quality of education can also be seen in the difference in learning outcomes between schools in urban and rural areas. A curriculum that is not responsive to technological developments and industry needs has also exacerbated this situation. Based on these findings, this study suggests several solutions, including improving educational infrastructure, continuous training for teachers, and revising a more adaptive curriculum.

Keywords: problematics, education, Indonesia, solutions, advanced and prosperous.

INTRODUCTION

One of the pillars of the nation's life is education. The future of a nation can be seen to the extent of the community in organizing education in its country. The ideals initiated by the nation's founders are the responsibility to continue the milestones of the movement's struggle. Educating the nation's life is one of the important icons in people's lives so there needs to be actualization for a better future [1]–[3].

Education is an effort from man to man. Education can develop a person's talents to an optimal level within the limits of individual nature, with the aim that every human being can participate in the development of human beings and society to achieve a higher dignity of life [4]. Education is an element that cannot be separated from humans, starting from the womb to the elderly. Education is a light that guides humans in determining the direction [5]–[8].

In line with the development of the times, problems related to complex education have arisen. The quality of education in Indonesia has also been concerning lately. This is due to several problems in the education system in Indonesia. Various educational problems arise and develop, such as the low quality of education in general, education budget problems, uneven education, and high education costs. Various cases of complaints occurred in the field, both school leaders and educators who regretted the leadership dimension regarding management, discipline, bureaucracy, and administration that were inconsistent. In addition, problems also occur in the teaching profession which is the spearhead of the world of education. Some of the problems identified are low quality of teachers, unprofessionalism in carrying out teaching duties, lack of respect from the community for the teaching profession, and relatively low level of teacher welfare [9]–[11].

Since the reform era, many people have been surprised by the problems of education in Indonesia. This can be seen from the output of education in Indonesia which is not under the goals of education in Indonesia. The moral deterioration of the nation's children, lack of work ethic, low skill levels, and increasing unemployment. This is certainly very concerning for education observers in Indonesia because until now the education system in Indonesia needs to be improved. Entering the millennium era, Indonesia needs to prepare itself to face various global demands. In addition to the material, of course, there are quite adequate skills possessed by the younger generation [12].

Here are some of the education problems in Indonesia that are summarized as the following data: Education Quality Gap: The quality of education in Indonesia shows a significant gap between urban and rural areas. Schools in big cities generally have better facilities, better-qualified teachers, and access to technology, while schools in remote areas often lack basic infrastructure, learning resources, and adequate teaching staff. This gap has an impact on differences in student learning outcomes, which then widens social and economic gaps.

Lack of Innovation in Teaching Methods: The education system in Indonesia is often considered rigid and unresponsive to changing times. Teaching methods that are still teacher-centred and lack of active learning approach cause students to be untrained to think critically and creatively. The lack of innovation in teaching methods also hinders the development of students' abilities in facing the challenges of the 21st century [12].

Low Quality and Welfare of Teachers: Teachers play a key role in improving the quality of education, but many teachers in Indonesia still face the problem of low welfare, high workload, and lack of training and professional development. This condition not only affects the motivation and performance of teachers but also the quality of teaching they provide to students.

High Dropout Rate: The dropout rate in Indonesia is still a major challenge, especially at the secondary education level. Economic factors, early marriage, and lack of awareness of the importance of education are often the main causes. Dropping out of school not only impacts the individual's future but also contributes to broader social problems, such as unemployment and poverty.

Lack of Access to Inclusive Education: Inclusive education, which guarantees access to education for all children regardless of physical, mental, or social condition, is still not optimal in Indonesia. Children with special needs often do not receive adequate support, both in terms of facilities and appropriate curriculum. The lack of awareness and resources for inclusive education results in many children with disabilities or special needs being left behind in terms of education [13].

LITERATURE REVIEW

The word problematic or problem in the Great Dictionary of the Indonesian Language means that it still causes problems or things that still cannot be solved. While the

understanding of the problem itself is a gap between hope and reality. The gap between the needs and the available and the gap between the supposed and the actual. It should be understood that not all problems require scientific problem-solving, some problems can be solved with a non-scientific approach, such as in daily life. Problem-solving with a non-scientific approach can use a method such as dogmatic, namely a certain belief or belief. It can also be used intuitively, which is a knowledge that is obtained unconsciously or thought about first. In addition, it can also use speculation, namely trial and error whose findings are based on chance. Finally, scientific authority is based on the opinions or logical thinking of experts in certain fields of science [13].

According to John Dewey, education is to form new human beings through the medium of character and nature and by imitating the old cultural heritage of the Indonesian people [14]–[16]. According to Langeveld, an education expert from the Netherlands stated that education is guidance or help provided by adults to the development of children to reach adulthood, with the aim that children are capable of carrying out their life duties and not depend on others. Meanwhile, according to Ki Hajar Dewantara, education is an effort to advance children's ethics (character, inner strength), mind, and body in harmony with nature and society [17]. From these three theories, it can be concluded that education is a guidance provided to support a person's character in the process of development so that they can carry out their goals.

Educational problems can be interpreted as problems that occur in the process of maturing character, morals, and society and are carried out with certain behaviours to create moral human beings who are responsible for the survival of society. Educational problems mean problems that occur in the implementation of educational activities [18]–[20].

METHODOLOGY

The paradigm and type of this research are qualitative descriptive through a literature review. That is, describing thoughts, theories, and literature from journals and books and then making research the main object for analysis. In this writing, the author describes the problems of education in Indonesia [21]–[23].

Table 1. Qualitative Research Methods on Educational Problems in Indonesia

Component	Description
Research Title	A Qualitative Analysis of Education Problems in Indonesia: Challenges and Opportunities
Research Approach	Qualitative
Research Methods	Case Studies or Phenomenology
Research Objectives	Identify and analyze key problems in the education system in Indonesia and explore potential solutions.
Research Questions	1. What are the main problems faced by the education system in Indonesia? 2. How do stakeholders (teachers, students, parents) view this issue?
Research Location	Schools in various regions in Indonesia, including urban and rural areas.
Research Subject	Teachers, students, parents, and other stakeholders (e.g., education officials, NGOs, etc.).
Data Collection Techniques	1. In-Depth Interview 2. Participatory Observation 3. Documentation (school reports, government policies, etc.)
Data Analysis Techniques	Thematic Analysis with the following steps: 1. Data transcription 2. Coding 3. Identify themes 4. Interpretation and reporting of findings
Validity Criteria	Triangulation of sources and methods, member checking,

	and trail audits.
Research Ethics	Maintain the confidentiality of participants' data, obtain informed consent from participants, and provide the right to exit the research at any time.
Expected Results	An in-depth understanding of key issues in education in Indonesia as well as solution recommendations based on the perspectives of various stakeholders.
Research Limitations	It is limited to schools that are the subject of research, so it cannot be generalized to the whole of Indonesia.
Follow-up Plan	Formulation of evidence-based policies to address identified educational problems, as well as the implementation of recommendations within the scope of the schools involved.

RESULTS AND DISCUSSION

The development and progress of a country is determined by the quality of these human resources. With education, it is hoped that the quality of these human resources can be improved so that they can compete with other countries. Indonesia is a developing country, of course, it can become a developed country if its education is running well and as it should. However, in reality, education in Indonesia has declined, so the quality of education in Indonesia is at the lowest level of education quality with other countries [\[24\]–\[26\]](#).

Judging from the history of Indonesia's education, the direction of education is adjusted to the circumstances and interests of the rulers, when the ruler needs a political force, then education is directed in that direction [\[27\]](#). Since independence until now, the Indonesian nation has experienced four leadership models, each of which is the old order, the new order, the reform order, and the current order. So a little or more, of course, each order contributes to determining the current education [\[28\]](#).

Seen more deeply from the political aspect of education, education is oriented as a tool for certain interests. For example, during the New Order period, education tended to be used as a tool of power, thus eliminating the essence of actual education. In addition, education is also used as a tool of indoctrination in the community. The education system during the New Order period of education was controlled by a bureaucratic system from the central level to the level of education units [\[29\]](#). Such leadership certainly has an impact on the world of education. Educators no longer refer to professionalism but rather instructions from superiors. This makes it siding with superiors and eliminates professional rights and authority. So that it produces products that are obedient and do not dare to make decisions.

National education is subordinate to practical political forces. This means that education has been included in the power struggle by political parties. Education is no longer to build the whole Indonesia people, but to build the strength of certain practical political parties and for the benefit of groups or groups [\[30\]](#). Even more tragic when the enactment of regional autonomy accompanied by educational autonomy, many regional heads prioritize the subjectivity side rather than objectivity in placing professional people in the field of education. This means that the dimension of regional leadership also affects education at the regional level [\[31\]–\[33\]](#).

The regional autonomy policy will have huge implications in various government orders, both central and regional, including in the field of education. The most important policy is to encourage the process of autonomy in local governments so that they can manage and provide quality and fair education it is necessary to arrange a balance between the central and regional governments, each of which has a high commitment to make it happen.

It can be seen that every change of minister is almost always accompanied by a change in the curriculum. The curriculum orientation implemented is based on the educational background of a minister. Changing the curriculum is not a problem, because it is hoped that the subject matter will be better and more charged to answer global challenges. However, the problem is when the curriculum is not balanced with humanism content. In addition, the change of curriculum also adds to the burden on teachers, parents, and children, especially in the change with a short period.

No one can argue that education is important, but everyone agrees that education is important to be a tool to improve the quality of life. Although education is important for life, not everyone commits to advancing education, especially the commitment of leaders to the importance of education. The core of the problem of education in Indonesia is the low awareness of the nation's leaders towards education and the low allocation for education [34].

Indonesia has experienced seven changes of national leadership. The upcoming national leadership is expected to be able to think about and side with the progress of education. The people certainly hope that the new leader will carry out educational reforms so that educational problems can be solved, at least there will be changes for the better for the progress of the nation. If you look closely, the demands and challenges in the world of education are now increasingly complex along with the problems in society. A pile of demands and aspirations of the community are directed at educational institutions with the hope that education will be able to overcome and anticipate various problems and transformations in life. In addition, the people also hope that the next leaders can transform education so that educational problems can be solved properly in a better direction for the progress of the Indonesian nation.

The main problem of education in this country is the high cost of education. Schools and universities, which were originally public services, shifted towards privatization of education which led to commercialization [35]. The high cost that must be spent by the community to receive education from Kindergarten (TK) to Higher Education (PT) which then gives rise to the phenomenon of dropping out of school among Indonesian children [36]. Gaps in education in Indonesia still occur in various things such as infrastructure and educator resources.

Infrastructure

The quality of education in urban areas and education in remote areas certainly experience a very significant difference. Schools in urban areas are certainly better than those in rural areas. It is often found in the news that schools in remote areas are very unfeasible. Such as the condition of the building that has begun to be fragile, the roof that has begun to be hollow so that it leaks when it rains, tables and chairs that are no longer suitable for use, and several other problems. The problem of facilities and infrastructure is one of the most crucial problems, educational facilities and infrastructure are one of the main factors that affect the success of the implementation of education. With a large amount of damage to classroom facilities and infrastructure, the educational process cannot take place effectively.

Schools in rural and remote areas are still constrained in educational facilities and infrastructure such as classrooms, libraries, and laboratories. If you get help, not all rooms can be renovated, but only a few points, such as roofing and painting the room. In addition, the a limited supply, quantity, and quality of books in isolated areas. The availability of books is a very important educational support in the teaching and learning process. Problems related to these facilities and infrastructure are of course related to the education budget. One of the factors that influences the quality and suitability of education is an adequate education budget. The education budget, of course, also affects the size of the budget and budget allocation [37].

Educators

The quality and quantity of teachers today is a dilemma. Objectively, the current number of teachers is indeed inadequate, but it cannot be just beaten equally, it must be admitted that the number of teachers is small, one of which is a gap in the problem of teacher mapping. This inadequate number of teachers occurs in rural, remote, and border areas. The number of teachers in rural areas usually follows the number of classes so teachers have to combine with other jobs, while for teachers in urban areas, it is very adequate with the school situation [38]. Therefore, until now, schools that are advanced in urban areas can continue to survive with their progress, while schools that lack teachers in rural/remote areas are increasingly isolated and increasingly depressed.

The role of a teacher is very important in education. In terms of the quantity and equitable distribution of teachers, there is a dilemma, there are schools that have a surplus of teachers but there are also those that lack teachers. One of the factors for the gap in the equal distribution of teachers in Indonesia is due to the very wide geographical conditions of our country. This gap in the equal distribution of educators is a job that must be solved so that this equal distribution of teachers can be realized. Various efforts have been made, such as adding teachers through the recruitment of Civil Servant Candidates (CPNS), and contract teachers and providing special allowances for teachers who live in remote areas. The efforts made by the government certainly do not immediately solve the problem [39], [40].

Table 2. The core and results of education problems in Indonesia

Education Problems in Indonesia	Result
Teacher Quality	Many teachers in Indonesia have not met adequate competency standards, especially in remote areas.
Inadequate Educational Facilities	There are still many schools, especially in remote areas, that lack basic facilities such as classrooms, books, and teaching aids.
Unequal Access to Education	Many children in remote areas do not have adequate access to education, especially at the secondary and higher education levels.
High Dropout Rate	The dropout rate in Indonesia is still high, especially at the junior and senior high school levels, with the main factor being family economic problems.
Low Interest in Reading	Reading culture in Indonesia is still low, which is reflected in the low literacy scores of Indonesian students in international surveys such as PISA.
Less Relevant Curriculum	The curriculum applied is often irrelevant to the needs of the world of work and technological developments.
Uneven Education Financing	The uneven distribution of education budgets, especially in remote areas, leads to disparities in the quality of education.
Social and Educational Disparities	The gap between high and low socio-economic groups is reflected in the access and quality of education received.
The Influence of Globalization and Disruptive Technology	The influence of globalization and disruptive technology requires adjustments in teaching methods and subject matter to remain relevant to the demands of the times.

Based on the table above, there is a clear overview of some of the main problems in education in Indonesia, as well as the results of observations and discussions on the importance of reform in the national education system to overcome these challenges.

A teacher who has a strategic position to achieve better quality education is highly demanded by his professional ability. Skills and professionalism must always be improved, especially in preparing human resources who can face global competition. Therefore, the government must make a breakthrough in building education. This means that there must be equity and quality of teachers in Indonesia. Perhaps this can be overcome with the existence of a regional autonomy law. In addition, both central and regional governments must create programs that can stimulate teachers who want to serve in the regions, especially in remote areas. For example, there is a kind of special allowance for teachers who are willing to devote themselves to remote areas/villages so that there is a kind of cost-and-benefit measure for teachers from a rational point of view and social demands [41].

Regarding the quality of teachers, it should also be a priority to prepare competent teachers, who have high skills/abilities [42]. The government is expected to allocate funds to improve the quality of teachers because it is undeniable that teachers are the spearhead for the success of education. This is in line with what is stated in the Law on Teachers and Lecturers Chapter V Article 10 which reads: that teacher competence includes pedagogical competence, personality competence, social competence, and professional competence obtained through professional education. The problem of teacher competence is serious, for it is necessary to carry out good coaching, besides that, of course, teachers continue to learn to develop insight and intellect which in turn can build teacher creativity [43-49].

Table 3. Solutions to Various Educational Problems in Indonesia

Educational Problems	Wise Solution	Explanation
Education Access Gap	Development of Educational Infrastructure in Remote Areas	Building schools, providing teaching staff, and learning facilities in remote areas.
Inadequate Teacher Quality	Continuing Teacher Training and Certification	Provide regular training for teachers to improve their competence and expertise.
Curriculum that is Less Relevant to the Needs of the Times	Adaptive and Innovative Curriculum Revision	Developing a curriculum that follows the needs of industry 4.0 and global developments.
Lack of Educational Facilities and Technology	Procurement of Adequate Technology and Educational Facilities	Provide computers, internet, and other learning aids in schools.
Low Parental Participation in Education	Parent Empowerment and Education Program	Providing education about the importance of the role of parents in supporting children's education.
Inequality in Education Quality between Regions	"Twin Schools" Program between Schools in the District and Schools in the Big City	Introducing collaboration programs between schools in the region and schools in big cities to share knowledge and experience.
Lack of Character	Implementation of Character Education	Integrate character values such as discipline, responsibility, and

Development in Schools	Integrated with the Curriculum	cooperation into all subjects.
High Dropout Rate	Education Scholarship and Subsidy Program	Providing scholarships for outstanding students and education subsidies for underprivileged families.
Lack of Research and Innovation in the World of Education	Strengthening Collaboration between Schools, Universities, and Industry	Encourage collaboration for educational research and innovation by involving various related parties.
Lack of Technology-Based Learning	Development of an Easily Accessible National E-learning Platform	Creating an e-learning platform that is easily accessible and used by teachers and students throughout Indonesia.

This table shows some of the solutions that can be considered to overcome various problems in the world of education in Indonesia.

CONCLUSION

Education must receive serious attention from every nation because with education it will be possible to see the ups and downs of a nation. Of course, the Indonesian people do not want to live backward because the education aspect does not get a sufficient portion accompanied by various advances in other fields. The fundamental thing for education development is influenced by the dimension of leadership or government, both central and regional governments. The implementation of decentralization of education in turn is to empower and build Indonesia people through education. Therefore, the leader's policy must be evenly distributed to each region so that the gap no longer occurs. However, we must realize that the problem of education development is not only the responsibility of the government but also the responsibility of all parties.

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Author Contribution

All authors contributed equally to the main contributors to the study, all authors read and approved the final research, and all authors stated no conflict of interest.

Conflicts of Interest

All authors declare no conflict of interest.

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