Students' Quality in Community Education in Improving the Human Development Index in Indonesia

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Abstract
The Human Development Index (HDI) is taken from the average life expectancy, education (average length of schooling and expected length of schooling), and a decent standard of living. Based on the Central Statistics Agency (BPS) database in 2020, there was a slowdown in the growth of the HDI in 2020 compared to previous years. This growth only increased by 0.02. According to the PISA (Program for International Student Assessment) survey, Indonesia is still at the bottom for the quality of education. To deal with these problems, The government must also begin transitioning from a policy of expanding access to education to one of expanding the quality of education in Indonesia in order to address the new challenges that will arise as a result of the rising HDI. Using qualitative methods through literature studies, this study aimed to describe how students' quality in community education in improving the Human Development Index in Indonesia. The result shows that community education in its educational practice needs to follow the needs of the community as students in overcoming their problems so that the quality of the community increases and so does the Human Development Index in Indonesia.

Keywords: Students' Quality, Community Education, Human Development Index

Introduction

The Human Development Index (HDI) is an effort to measure development progress in countries around the world which is regularly published by the United Nations Development Programme (UNDP). The Human Development Index (HDI) was developed to underline that people and their capabilities should be the main indicator in determining a nation's level of development (Arisman, 2018). The Human Development Index (HDI) figure is taken from the average life expectancy, education (average length of schooling and expected length of schooling), and decent standard of living.

Based on the 2020 Central Statistics Agency (BPS) database, The Human Development Index (HDI) grew more slowly in 2020 than in previous years; it reached 71.94. This growth only increased by 0.02 and was lower than growth in 2019, which increased by 0.53 and in 2018 by 0.58. The decrease in average per capita spending adjusted due to the Covid-19 pandemic was the top factor in slowing the accretion in the Human Development Index (HDI) by 11.30 million rupiahs in 2019 to 11.01 million rupiahs in 2020.

Meanwhile, from the health sector, the life expectancy of 2020 newborns is longer compared to babies born the previous year, which is 0.13 years longer (71.34 to 71.47). Then from the education sector, there is still growth, namely the Old School Expectancy indicator (HLS) increased by 0.03 and the Average Length of School (RLS) indicator by 0.14 but this figure has slowed compared to the previous year. In 2019, the Long School Expectancy indicator (HLS) increased by 0.04 and the Average Years of School (RLS) indicator increased by 0.17.

Indonesia is working toward an equal distribution of learning opportunities, research quality, and management with the goal of making Indonesian learners smart and competitive by 2025. This is done through increased regional autonomy and attempts to decentralize education. The vision of the Indonesian Ministry of Education, Culture, Research and Technology (Departemen Pendidikan Nasional Indonesia) is: "Bringing the national education system as a strong and respected social institution to empower all citizens of Indonesia to become enlightened human beings who are able to keep abreast the challenges of the time". Its mission is to increase educational access, improve educational quality, respect children's rights and needs, increase school responsibility and professionalism, and promote community involvement through decentralization.

The program created by the Minister of Education to overcome existing problems is the Merdeka Belajar-Kampus Merdeka program, Thematic KKN, Teaching from Home by providing budget quotas for both educators and students, launching the Guru Berbagi portal, relaxing the use of School Operational Assistance (BOS) funds for teacher honor payments and online learning. These programs are a series of policies and programs that are expected to answer every challenge in the education sector during the current pandemic and beyond. Equitable access to quality education is also one of the steps that continues to be taken to overcome existing problems. The real evidence is that from 2013-2017, 1,191 new schools, 239 one-roof elementary and junior high schools, 52 boarding schools, 4,649 libraries, 6,419 laboratory rooms, 379 School Health Effort (UKS) rooms, 22 PKL dormitories, 67,253 rehabilitation of learning spaces have been built (Ministry of Education and Culture: Achievements of 3 Years of Equivalency Education Ministry of Education and Culture).

The above policies and programs are not only aimed at formal education but also at non-formal and informal education so that later they can answer any problems and challenges that

exist and can then increase the value of education which is one of the factors in increasing the Human Development Index (HDI). In practice, community education must also be able to become an ideal place to carry out social transformation and not only focus on developing a skilled and knowledgeable workforce. However, what needs to be a special concern in community education is how the readiness of managers, educators, and students in carrying out every existing policy and program so that the expected results can be of high quality and able to increase the Human Development Index (HDI) in Indonesia.

Method

This research was research using qualitative methods through literature studies. This approach was selected since the goal of this study is to describe students' quality in community education and Human Development Index in Indonesia. Using keywords relevant to this research, the author conducted systematic data collecting by looking for information on Google Scholar and the Publish or Perish program. The data were then chosen by the writers based on their study goals. The research data were obtained from various articles, books, news, and other references that are relevant to the quality of students in community education and the human development index which is then compiled to draw conclusions.

A literature review involves analyzing, evaluating, and synthesizing research results, theories, or practices in specific subject areas. It is simpler to comprehend qualitative research as a method when the data being collected is in the form of statements and the output data is descriptive information about the subject of study, which is words, both written and spoken (Yusanto, 2020).

Conclusion

Education is the most important factor in a nation's development (Shofwan & Kuntoro, 2014). This is in line with what was said by Latchem (2014) that community education has great potential to be developed so that it can bring benefits in solving problems that exist in society. However, according to Sinclair (2002) sustainability is needed to prove that every program implemented can survive and serve the needs of the community. Not only that, the quality of each program implemented must be an important point to pay attention to because it will affect the quality of the students as an outcome. Without quality education, there is little hope of getting quality human resources. According to Ishikawa (2005), quality is defined as follows: (a) quality and customer satisfaction are linked, and (b) quality is a broad notion that includes not only product quality but also the quality of people, procedures, and every facet of an organization.

In 2018, the PISA (Program for International Student Assessment) survey found that Indonesia's education was still among the lowest in the world. Its reading scores were ranked 74 out of 79 countries, its math scores were ranked 73 out of 79 countries, and its science scores were ranked 71 out of 79 countries. This value has remained the same much in the last 10-15 years (Alifah, 2021). In Indonesia, the inadequate standard of physical infrastructure, the potentially low quality of teachers, the low welfare of teachers, the low academic achievement of students, the absence of equal educational opportunities, the low relevance of education to needs, and the high cost of education, all contribute to the low quality of education.

Community education is an effective way to liberate an individual from being illiterate, dropping out of school, marginalized, or poor in his life in society. UNESCO (2011) says that in a world that is constantly changing, every individual needs to acquire and adapt their skills through all forms of knowledge in facing different challenges. This is consistent with the role of community education as a substitute, complement and/or enhancer to formal education. But in its implementation, community education experiences many obstacles such as the absence of evaluations that guarantee and validate the results obtained in each activity, inadequate management (UNESCO, 2011), complicated administration and not much socialization of the program, educators who do not have qualifications, relevant and incompetent undergraduates where this is due to the lack of human resources in community education institutions (staff) who are unable to carry out their responsibilities in selecting tutors and also due to the lack of training received by these staff, lack of training for tutors and administrators, the programs that are managed have not met the needs of students so that they can improve their quality, people who are still proud and embarrassed to continue their educational inequality, the distance where the program is implemented is far and difficult for students to reach, and the level of public awareness is still low in the world of education right, instructor facilities are inadequate, and funds are insufficient to meet existing needs (Fakhruddin, I. S, 2019).

Of course these obstacles must be an evaluation material for all people involved in community education because in fact community education has advantages that formal education does not have, namely in implementing its programs community education is more flexible and not rigid like formal education, there is room for originality and accommodate differences by using adaptation and tolerance (Norland, 2015), adjusting class situations, curriculum, learning materials, places and learning methodologies according to the needs of students. According to Sababa, et al (2016), community education is needed in third world countries where illiteracy rates are still high as well as dropout rates due to poverty, war, ignorance, and cultural values that exist in those countries. According to a study conducted by Widodo and Nusantara (2020), community education programs can strengthen the character of students which include the characters of sportsmanship, tenacity, courage, never give up and creativity, but the programs provided must be in accordance with the needs of students and their expectations.

Soedjarwo (2019) divides learning requirements into nine categories: learning requirements for work assignments, learning requirements for hobbies and recreation, learning requirements for religion, learning requirements for language and general knowledge, learning requirements for households, learning requirements for personal appearance, learning requirements for knowledge of new things, learning requirements for business in agriculture, and learning requirements for services. To find out the community's learning needs and resources, there are various techniques that can be used, such as observation, interviews, questionnaires, and documentation. Evaluators in community education must be fully responsible for evaluating every policy, program implementation, and result that has been obtained in order to improve the quality of community education. The government must also begin transitioning from a policy of expanding access to education to one of expanding the quality of education in Indonesia in order to address the new challenges that will arise as a result of the rising HDI, including income inequality in the HDI results for each area in Indonesia. This will make income inequality in Indonesia worse in the long run. Second, because Indonesians live longer, they need a strong social protection program so that the elderly don't have to live in poverty. For them to live out their noble and joyful later years, the government must improve the pension system and/or protections for the elderly. Third,

Despite the fact that the Program for International Student Assessment (PISA) test provides insight into the capabilities of pupils, the standard of education received by children in Indonesia is much lower than that of children in Vietnam. The rise in the number of expected years spent in school as well as the amount of time students spend in school on average are both quantitative in nature and do not yet represent the quality of education (Dartanto, 2020).

The goal of community education is for improving human resource quality from preschool to old age. Community education is an educational activity that takes place outside of the school system and is systematically intended and organized to enhance students' knowledge, skills, and attitudes. (Bahar, Maemunaty, & Alvi, 2018). People who have not had the opportunity to get a formal education might nevertheless benefit from non-formal channels, including equivalency education. Communities are assisted and enabled to create independent businesses, and communities can develop or acquire useful skills to meet their needs, help support the family's economy and are useful for the future. Based on a study conducted by Sababa, et al (2016) shows that around 52.0% of students view that the community education sector provides broad opportunities for illiterate people to be educated. This has led to a massive reduction in the high levels of illiteracy among both rural and urban populations. 41.5% of respondents also thought that community education can also handle various categories of formal education graduates by providing opportunities for them to obtain a better education and acquire skills. Respondents appreciated the major contribution of the community education sector in increasing literacy levels among out-of-school adults and graduates of primary and secondary education.

National development requires the role of all levels of society and not only from the government. The role of the government and the commitment of everyone in implementing existing policies and programs will lead to a massive reduction in the illiteracy and youth unemployment rates in Indonesia as well as an increase in the quality of education and students. Therefore, it is suggested that educators and students improve their quality properly in the provision and implementation of community education programs. The government should also put more emphasis on functional literacy and work skills provisions to target populations outside the formal education sector. The higher the increase in the Long School Expectancy (HLS) and the Average Years School (RLS) increase, the faster the poverty rate declines. We have high hopes that these two indices will continue to show signs of improvement so that the next generation of Indonesian workers will have a higher level of education than the generation before them, which would ultimately lead to an increase in Indonesia's Human Development Index (IPM) scores. Community education is very aware of the importance of developing a better approach in preparing people to face their lives so that every human being who becomes a learner in community education can become a leader in changing the standard of life for people.

The purpose of community education is to fulfill several goals: to offer services for lifelong education to the entirety of the community; to promote and establish communities in order to support compulsory education programs; and to construct a robust community that enables every member to realize their full potential and obtain the greatest possible outcomes from their efforts. Community education as an alternative in improving the quality of public education must continue to develop policies in its educational practice so that it can solve problems in the quality of education and meet the needs of the community. The problems that must be solved are not just literacy and numeracy, but must be able to create individuals who are able to think critically, have digital skills and entrepreneurship. Community education must continue to work on improving its educational management system in order to be able

to create students of sufficient caliber who are able to respond appropriately to difficulties on a global scale.

Acknowledgements

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