

The Enactment of Educational Systems in Indonesia Through The Development (Hr) Human Resources

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Abstract

The online learning has become significant learning process in schools or colleges around the world even before the covid 19 pandemic. This deadly situation (Covid 19) has replaced the offline learning process to online learning process thoroughly. However, the online learning is the effective way to do the learning process during this pandemic. To find out the student's perspective related to the online learning process, the data has been collected from the students in college (Teknokrat University). This paper aims to study the online learning process through student's perspective who have been studied the online learning. It also helps to find out how effective the online learning in the amid of pandemic. In conclusion, this study shows that the online learning process has become the most important one to do the learning process in lockdown period due to the covid 19 pandemic.

Key words: Online Learning, Students, Covid 19 pandemic

INTRODUCTION

The Equitable of Education development in Indonesia by the central Covermant to all the nusantara Community in every Province and district of cities and Caster area (Diharjo et al., 2020; Nugroho, 2021; Nurkholis et al., 2021). Education is fundamental to educating and animating human resources (Ayu, 2020b; Gumantan et al., 2021; Septiyana & Aminatun, 2021). Because the future is: nagara or nation is on the shoulders of the younger generation of Indonesia, so the Indonesian government provides the complete facilities of schools to learn and teach teachers to students (Ambarwati & Mandasari, 2021; Mandasari & Aminatun, 2019; Wahyudin, 2017). Education in Indonesia is very important because Indonesia isa developing country in southeast Asia, has a large region, has a great prosperity, to a remote remote region, so it must be reached by the central government and by each teacher and honorel employee, since there can be no government in this large enough area (Sedyastuti et al., 2021; Utami & Rahmanto, 2021; Wahyono et al., 2021). Then it is vital cooperation to build a high education like any other advanced city (Aguss, 2021; Pranoto & Suprayogi, 2020; Sandika & Mahfud, 2021).

Education requires superior human resources (Pratomo & Gumantan, 2021; Puspaningtyas & Ulfa, 2021; Puspita & Pranoto, 2021). Human resources who have good performance and are active will affect an institution or organization (Prasetyo & Suharyanto, 2019; Puspita et al., 2021; A. D. Putri & Ghazali, 2021). Organizations and educational institutions need human resources who can continue to develop with the times. Collaboration between employees in this case is needed (Damayanti et al., 2021; Juliarti et al., 2021; Sulistiani et al., 2020). All elements of members in the agency need to improve performance or facilities continuously (Apriyanti & Ayu, 2020; Maryana & Permatasari, 2021; Yudha & Mandasari, 2021). True superior schools are generally built jointly by all elements of the school, not only by education authorities (Hendrastuty et al., 2021; Riskiono et al., 2021).

One of the problems with teaching resources in these schools can be caused by inadequate leadership processes in learning and school management. In order for decentralization and autonomy of education to be successful, principal leadership must be maximally and continuously empowered (Handoko & Gumantan, 2021; Isnaini & Aminatun, 2021; Lestari & Wahyudin, 2020). The empowerment of the principal's leadership in question is to improve functional abilities so that teachers as educators play a role in accordance with their main duties and functions as well as the authority and objectives of their duties (Aminatun & Oktaviani, 2019; Oktaviani et al., 2020; Ruyani & Matthews, 2017).

LITERATURE REVIEW

Education is indispensable for the Indonesian state and has become the main focus the government's development agenda because it contributes to the nation's competitiveness (Gulö & Nainggolan, 2021; Mandasari & Wahyudin, 2019; Samsugi et al., 2021). Education system in Indonesia was established to facilitate its people with superior educational achievements that have relevance to life and culture in Indonesia (Choi et al., 2015; Ulfa & Puspaningtyas, 2020). It is set in The Indonesian constitution states that every citizen has the right to education (Mulyah et al., 2020; Puspaningtyas & Ulfa, 2020). In addition, the National Education System Law no. 20 of 2003 states that education has a serves to develop capabilities and build the nation's character (Aminatun, 2016; ANGGARINI & PERMATASARI, 2020; Ayu, 2020a).

Given the emergence of quality education, as well as equal access for the people of Indonesia in the future, many educational scholars, activists, and researchers, all aware of the need to address the problems of education in Indonesia. International competitiveness in 2025 is the ultimate theme of Indonesian education, namely stipulated in the Indonesian Development Plan (Fadilah & Kuswoyo, 2021; E. Putri & Sari, 2020; Simamora & Oktaviani, 2020). However, Indonesia is now face several challenges to achieve international competitiveness and the need to map problems towards a better quality of Indonesian education in the coming year (Kurniati et al., 2015; Naimah et al., 2019; Wahyudin & Sari, 2018).

METHOD

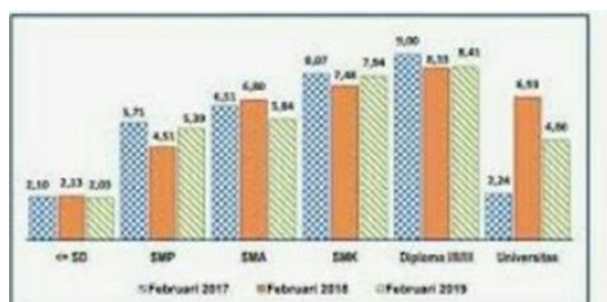


Figure 1.

The island of Indonesia is located in parts of Asia and has many islands and provinces, as well as the country's many ethnic, cultural, and religious interests. In addition, Indonesia saw a rapid growth in education in some places: Europe, Asia, and Africa and Australia. And many of Indonesia's millennials were growing everywhere from 2019 to 2021.

In addition to the growing many golden generations of elementary, junior, high school, and high school schools, there are descendants of a few percent: 80% for not helping the

facilities in interior Indonesia by: the central government, in addition, has not prepared responsible and resilient teachers in the interior. Lots of successful students and students, and while not being noticed by the federal government, some dropped out of school because of school money, parents didn't take notice, and some unsuitable association left many, such as: in hamilin, lack of focus and so on.

RESULTS AND DISCUSSION

In this research, the researcher find some the negative impacts that the government does not yet know are:

- Lack of facilities, namely : Poor public roads in remote areas, tools for media users, laptops, cellphones, and the internet that don't exist yet, lack of attention by local government. Every teacher who is in a position in the interior is less active in teaching, and eats a salary living in the city. Every student and student who enjoys and gets complete facilities are: Those who are in the city, namely: Central, and province.

However, every student in several provinces in the interior of SD, SMP and SMA is very concerned because have not received proper education and facilities like in the city.

- There are tribes who do not want education in their area, namely: the Bedouin.
- Areas that are not as easy to reach because the terrain makes every teacher stay in the city.
- Provincial and regional government work in the field is not optimal, so development is not right on target. In the case that the central government helps a few percent helps For education.
- There is no control to the regions, sub-districts to remote villages in education development.

In my opinion education is very important to encourage, as it prepares the next generation of indonesians to move forward, it confuses, fosters, and educatates the younger generation of these next few aspects so that our country will rise up like any other country in the region.

CONCLUSION

Building education is much better in terms of preparing (HR) human resources because their young generation is the future leader in the coming year. Several important points to be highlighted concerning with the problem of Education system in Indonesia, they are; the imbalance of well-trained teacher's distribution throughout the country, high student's tuition fee, the big number of students in a class, and the availability of school facilities and access to the better education. Those points are needed to work on immediately on their natural need bases and authorities together with all stakeholders shall work hand in hand to improve the quality and equity of education in Indonesia to be able to achieve international competitiveness in 2025.

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