

Optimizing Human Resources Management: Government's Crucial Role In Enhancing Education Resources In Indonesia

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ABSTRACT

Education is an important foundation in building the future of a nation. In the Indonesian context, the government has a significant role in ensuring access, quality and relevance of education throughout the region. This article explores the government's role based on the National Education System Law in improving education, focusing on policy implementation, curriculum, teacher training, as well as responses to the demands of the times and the needs of the global job market. This analysis also highlights the challenges faced and provides suggestions for improving the effectiveness of education policies.

The results of the study show that the role of government is very important in improving human resources in the field of education, because without improving the quality of educational resources, the quality of education will not be improved. In other words, the quality of education will be able to increase when the quality of teachers and education personnel is improved in terms of educational capacity, experience, informal education, and various other learning skills. Future researchers can conduct research by looking at the role of local government in improving the quality of learning processes and outcomes or the leadership aspects of school principals, school committees and school supervisors.

Keywords: Government, Indonesian Education, Quality, Teacher Performance

A. INTRODUCTION

Education has undergone significant evolution since primitive times (Syafii et al., 2023). In the beginning, education was more informal and occurred through direct experience in everyday life. In primitive times, education focused on learning survival skills such as hunting, food gathering, and protection from natural threats. The ultimate goal is to ensure the survival of individuals and communities in harsh and unpredictable environments. Along with the development of society, education has transformed to become more structured and formal. These changes reflect a shift in focus from simply surviving to developing knowledge, skills and values that support progress in various aspects of life. Modern education offers more complex and varied methods, adapting to the increasingly complex needs of society (Syafii et al., 2023). Current educational models not only teach academic material, but also promote creativity, social skills, and adaptability in facing dynamic changes in global society (Harum, Alim et al., 2023).

The current era of education demands the integration of technology, emphasis on 21st century skills such as problem solving, collaboration, and critical thinking (Mahrunnisya, 2023). An educational model that is appropriate to this era aims to create individuals who are not only academically competent but also able to adapt, innovate and contribute to an ever-changing society. This shows how education continues to develop along with the evolution of the needs and demands of modern society (Chakim, 2023).

National Education System (Sisdiknas) Number 20 of 2003 and the role of the National Education Standards Agency (BSNP) emphasize that education in Indonesia has very comprehensive goals. Through education, the state is committed to developing the potential of every student to become an individual who has strong moral values, such as faith and devotion, and has noble character. This reflects the importance of building strong character as a foundation for sustainable social development (Yasin et al., 2023).

Apart from the moral aspect, education also aims to create individuals who are healthy, both physically and mentally, and knowledgeable. This means that the educational process does not only focus on mastering academic material, but also on a deep understanding of the values of science and technology that are relevant to the needs of the times. Creative and capable abilities serve as the basis for producing individuals who are innovative and able to adapt to continuous changes in a dynamic global environment (Rahman et al., 2023).

More than that, national education also aims to form individuals who are independent, able to make wise decisions, and become democratic and responsible citizens (Rosmawiah, 2023). This illustrates the important role of education in forming conscious citizenship, active in the democratic process, and responsible for progress and common prosperity. These overall goals demonstrate the government's commitment to providing a solid foundation for Indonesia's young generation so they can grow into individuals who contribute positively to society (Muttaqien et al., 2023).

The National Education System Law (Sisdiknas) in Indonesia provides a legal basis that regulates and determines the government's responsibilities in improving educational progress. In this law, it is clearly

illustrated that the government has a crucial role as the main driver in advancing the education system in this country. The background to the importance of the government's role in this matter is a reflection of the challenges and urgent need to improve the quality and accessibility of education in Indonesia (K.A. Noviansyah & K.M. Faisal Reza, 2023).

There is a significant gap between urban and rural areas, as well as between the islands of Indonesia. The government has the responsibility to overcome this disparity by ensuring equal, balanced and quality access to education throughout Indonesia. This requires appropriate resource allocation as well as inclusive policies to fulfill every individual's educational rights (Muhadzib et al., 2023).

The government's role is very important in improving the quality and relevance of education. With the rapid development of the times, the challenge of preparing students to have competencies that meet global demands is increasingly urgent (Nanda et al., 2023). Through the National Education System Law, the government is expected to be responsible for developing an adaptive curriculum, strengthening teacher training, facilitating the development of educational technology, and ensuring the availability of adequate infrastructure. This is necessary so that education in Indonesia is not only relevant to the needs of the global job market, but is also able to form individuals who are competitive and have a deep understanding of science (Marshanda et al., 2023).

The National Education System Law emphasizes the importance of involvement of parents, communities and various related parties in supporting the education process. The government has a responsibility to create a framework that allows active participation from various stakeholders, so that education is not only the responsibility of schools and teachers, but also the entire community (Purba et al., 2016).

In this context, the background that forms the basis of the National Education System Law illustrates that the government has a big responsibility in ensuring education that is quality, equitable and relevant to the needs of the times. This is not only the right of every individual, but also a strategic investment for the nation's progress and creating a generation that is ready to face future challenges.

B. LITERATURE REVIEW

Government Responsibility

Government responsibility in the context of education is the main pillar in ensuring that every citizen gets access, quality and relevance in learning (Hakim, 2023). First, the government has an obligation to provide equal access to education to all levels of society. This includes efforts to reach remote areas, outer islands, and areas with marginalized socio-economic conditions. Concrete steps such as building educational infrastructure, providing transportation, and allocating budgets to expand educational coverage are part of this responsibility (Sofyan & Sanusi, 2023).

Second, the government has a responsibility to improve the quality of education. This involves the creation of relevant curricula, ongoing teacher training, and the development of effective learning methods.

Investment in human resources, especially teachers, as well as supporting facilities such as laboratories, libraries and educational technology, is the basis for improving overall educational standards (Taufiqurokhman et al., 2023).

Furthermore, the government is also expected to be responsible for ensuring education is relevant to the needs of the times. Along with technological developments and global dynamics, education must be able to produce graduates who not only have academic knowledge, but also skills that are relevant to the demands of the times, such as critical thinking abilities, creativity and social skills. The government's role in integrating technology into the learning process and adapting the curriculum to current developments is essential in responding to this challenge (Sugiarto & Farid, 2023).

Lastly, the government has the responsibility to create a conducive educational environment. This includes physical safety and security in schools, handling disciplinary issues, and creating an inclusive and supportive atmosphere for every learner. The active involvement of the government in ensuring that the learning environment is safe, comfortable and stimulating is an important part of their responsibility in supporting an optimal educational process for each individual (Mardizal & Jalinus, 2023).

Increasing Educational Progress

Increasing educational progress is the main focus in every country. First, increasing educational accessibility is a crucial first step. This includes ensuring that every individual has access to quality education regardless of social, economic or geographic background. Scholarship programs, inclusive schools, and efforts to increase access to education for children with special needs are part of the strategy to expand educational accessibility (Hamid et al., 2023).

Furthermore, improving the quality of education is an important aspect in facing global challenges. Curriculum reform, improving the quality of teaching, and investing in teacher training are important efforts to improve the quality of education. This quality improvement is not only limited to academic aspects, but also to the development of 21st century skills such as critical skills, creativity and information technology expertise (Tuhteru et al., 2023).

In the context of globalization and technological developments, the relevance of education becomes an important focus. Schools and universities must be able to produce graduates who are ready to face the demands of the ever-growing job market. Innovation in the curriculum, collaboration with industry, and integration of technology are integral parts in ensuring that education provides relevant provisions for students (Winarto & Putro, 2023).

Finally, developing an inclusive and sustainable education system is the key to increasing educational progress. This involves efforts to ensure that every individual has equal opportunities to learn and develop, as well as efforts to maintain the quality of the educational environment so that it can support continued growth and learning. Equity in education and a commitment to lifelong learning are important foundations for achieving equitable and sustainable educational progress (Kusumawati et al., 2023).

C. RESEARCH METHODS

The qualitative descriptive analysis research method is an approach that explores and describes phenomena or events in great depth (Sugiyono, 2022). This research emphasizes a deep understanding of the characteristics, context, and nuances of a particular subject or topic. In practice, this methodology involves detailed and systematic data collection, often through interviews, observation, or document analysis. The qualitative descriptive analysis process tends to produce more in-depth information, allowing the researcher to understand the values, perspectives, and context behind the phenomenon under study. Techniques such as coding, categorization, and theming are often used to organize and summarize the data that has been collected, resulting in a comprehensive and in-depth picture of the subject being researched (Mustari & Rahman, 2012).

D. RESULTS AND DISCUSSION

Government Policy Strategy in Ensuring Equal Access to Education in All Regions of Indonesia Based on the National Education System Law

The implementation of the National Education System Law in Indonesia is a strategic step for the government to enforce equal access to education throughout the region. The main consequence of this law is to establish a legal basis that regulates and directs the government's role in ensuring equal access to education for all citizens, regardless of geographic location or socio-economic status. To make this happen, the government has implemented various policies and strategic actions (Apriani et al., 2021).

One approach taken by the government is through allocating resources to various regions in Indonesia. This includes developing educational infrastructure such as building schools, providing educational facilities and infrastructure, as well as increasing access to transportation which allows children in remote or outermost areas to access education more easily. This concrete step is part of an effort to reach previously marginalized areas (Nikita et al., 2023).

In addition, the government has also adopted policies to encourage equal access to education through scholarship programs and educational assistance. The scholarship program is not only aimed at outstanding students, but also for those who come from families with economic limitations. This aims to ensure that the cost of education is not an obstacle for children to get access to proper education (Bawor & Ahmad, 2023).

Not only that, the government is also strengthening cooperation between the central and regional governments in implementing the National Education System Law. This approach allows the adoption of more specific and targeted policies according to the needs of each region. Through regional autonomy, local governments have more flexibility in designing educational programs that suit their local context, thereby supporting efforts to achieve equitable access to education throughout Indonesia (Maulido et al., 2024).

Challenges related to equitable access to education throughout Indonesia require a holistic and continuous approach in handling. Limited resources are a significant barrier in efforts to achieve equitable access to education. Allocation of adequate budget is an important step, however, there are still challenges in distributing resources evenly between different regions.

Infrastructure gaps are a real obstacle that hinders access to education in several areas. This includes the availability of educational facilities such as school buildings, libraries, and access to information technology. Some areas, especially remote or outermost ones, still experience limitations in adequate educational infrastructure. Therefore, there needs to be a special focus on improving and expanding educational infrastructure in these regions (Nadzirah et al., 2023).

Apart from that, differences in socio-economic conditions between regions also affect equitable access to education. Areas with lower socio-economic conditions may experience difficulties in providing access to quality education. To overcome this, policies are needed that are sensitive to the socio-economic context of each region (Sundari et al., 2023).

Continuous evaluation of education policies is key to overcoming these challenges. Careful and structured evaluation can help the government evaluate the effectiveness of existing policies, identify areas where implementation has not been optimal, and design corrective steps that are more targeted.

Apart from that, more proportional and targeted resource allocation is also an integral part of the solution. Allocating resources wisely based on in-depth evaluation will help ensure that each policy step is supported by adequate resources to improve access to education throughout Indonesia

In conclusion, overcoming challenges related to equitable access to education requires collaboration between stakeholders, ongoing evaluation, and a strong commitment to improving resource allocation. With a holistic and continuous approach, the hope of equal access to education throughout Indonesia can become a reality.

The Influence of the Government's Role in Improving the Quality of Education Through Curriculum, Teacher Training and Educational Facilities

The government's role in improving the quality of education in Indonesia is very significant, especially in three key aspects: curriculum preparation, teacher training, and improving educational facilities. Curriculum preparation is a vital starting point in ensuring relevant and quality education. The government takes a leading role in determining the national curriculum which includes academic aspects, skills and values that are relevant to the needs of the times. By continuing to adapt the curriculum according to scientific developments and global demands, the government plays a role in ensuring education is up-to-date and relevant (Hidaya & Aisna, 2020).

Apart from that, the government is also responsible for providing quality training for educators. Through training and professional development programs, the government supports teachers to improve their competence, not only in teaching but also in applying new curricula and utilizing educational technology.

This training not only benefits individual teachers but also has a positive impact on the quality of classroom teaching (Ramadhani et al., 2023).

Improving educational facilities is also an important focus in efforts to improve the quality of education. The government has the responsibility to ensure that there is adequate infrastructure, such as safe school buildings, comfortable classrooms, complete libraries, and access to technology that supports learning. Investment in educational facilities plays an important role in creating a conducive learning environment for students and educators (Iswahyudi et al., 2023).

However, the government's efforts to improve the quality of education are still faced with several challenges. Limited budgets, disparities between regions, and imbalances in educational infrastructure are still obstacles. Apart from that, coordination between the central and regional governments in implementing education policies is also a crucial aspect that needs to be improved so that government programs to improve the quality of education can run effectively throughout Indonesia (Saralee et al., 2023).

The government's role in ensuring the quality of education through various efforts, from curriculum preparation to improving educational facilities, confirms its commitment to providing access to quality education for every Indonesian child. Preparing a relevant curriculum is the main foundation for providing education that meets the needs of the times. The government is trying to design a curriculum that does not only focus on academic aspects, but also includes 21st century skills that are essential to face fast and dynamic developments (Rafsanjani et al., 2024).

Apart from that, the government's role in ensuring quality teacher training is also an important basis for improving the quality of education. Well-trained teachers will be able to provide more effective learning, adopt the latest teaching methods, and adapt to students' individual needs. Continuous training allows teachers to continue to develop their skills in accordance with the latest changes and demands in education (Ilham et al., 2023).

Improving educational facilities is also an important focus in efforts to improve the quality of education. Investment in educational infrastructure, from safe and comfortable school buildings to the latest educational technology, is the government's commitment to creating a conducive learning environment for students (Marpaung et al., 2023).

By promoting the development of relevant curricula, continuous teacher training, and improving educational facilities, the government plays an important role in ensuring that quality education is accessible to every child in Indonesia. This effort is the main foundation in providing strong provisions for future generations to face global changes and build a brighter future for this country.

The Relevance of the Government's Curriculum and Learning Strategy in Supporting the Needs of the Global Job Market

The relevance of the curriculum and learning strategies adopted by the government plays a crucial role in adapting education to the dynamics of the times and the evolving needs of the global job market. The government is trying to change the curriculum approach to be more dynamic and responsive to the demands of the times, with a focus on developing relevant skills (Ghany, 2018).

The government has designed a more holistic curriculum, not only focusing on academic aspects, but also on developing 21st century skills. This includes strengthening critical thinking skills, creativity, effective communication, and collaboration abilities. The government has also included understanding information technology and digital skills as an integral part of the curriculum, recognizing the importance of digital literacy in the modern era (Irfani et al., 2021).

Apart from that, the government is also prioritizing a more practical and project-based learning approach to connect education with the world of work. These strategies include introducing students to real-world situations, internships, or collaborative programs with industry. This enables students to gain valuable experience and practical skills required in the competitive global job market (Pitri et al., 2022).

In adapting the curriculum, the government also pays attention to developing trends and needs of the global job market. For example, focus on the field of information technology, expertise in science and technology, expertise in the health sector, and knowledge in the digital economy. The government actively collaborates with various industries and stakeholders to understand the changing needs of the job market and adapt the curriculum according to actual needs (Simatupang & Yuhertiana, 2021).

However, despite significant efforts, challenges remain in integrating the curriculum with the changing needs of the global job market. Rapid changes in technology and economic dynamics require a faster response from the education sector. Therefore, continuous evaluation and collaboration between government, industry and educational institutions are key to ensuring that the curriculum and learning strategies adopted remain relevant and can produce graduates who are ready to compete in a changing global job market (Sholeh, 2023).

The relevance of the curriculum and learning strategies implemented by the government has a central role in preparing the next generation who are able to adapt to the demands of the times. Education that is appropriate to changing times is the key to preparing students to face the challenges that continue to develop in the future. A relevant curriculum, which focuses not only on academics, but also on developing 21st century skills, demonstrates a commitment to preparing students for the modern era (Nikolin, Henny et al., 2023).

Responsive and innovative learning strategies are an important foundation in equipping students with the skills needed in the changing global job market. An emphasis on critical thinking skills, creativity, collaboration skills, and digital literacy has become essential in the modern curriculum. Government plays an important role in ensuring that these learning strategies are effectively integrated into the learning

environment (Rahmawati & Supriyanto, 2023).

The government also needs to collaborate with industry and various stakeholders to adapt the curriculum to the needs of the global job market. Developing a curriculum that captures the essence of the needs of the industrial world helps students to be more prepared and relevant when entering the world of work. The ability to face diverse challenges in today's world of work requires readiness in terms of skills and understanding that are not only theoretical, but also practical (Indiarto, 2023).

However, ongoing evaluation of the relevance of these curricula and learning strategies is important. Rapid changes in technology, job market dynamics, and global developments require continuous adjustments (Basrowi et al., 2020; Basrowi & Suryanto, 2020; Marwanto et al., 2020). The government must continue to monitor and evaluate the successes and shortcomings of the existing curriculum, so that it can continue to produce graduates who are ready to face an ever-changing world. Thus, overall, the relevance of the curriculum and learning strategies adopted by the government is an important foundation in preparing future generations who are ready and competitive in facing complex global challenges.

E. CONCLUSION

In facing the challenges of modern education, the conclusion about the importance of the government's role in educational development is very clear. Through the National Education System Law, the government has a big responsibility to ensure access, quality and relevance of education in Indonesia (Basrowi & Utami, 2023).

First, the government has a crucial role in ensuring equal access to education throughout Indonesia. Implementation of policies that include the development of educational infrastructure, scholarship programs, and cooperation between regions are concrete steps taken to overcome disparities in access to education.

Furthermore, the government's role in improving the quality of education is reflected in various efforts, starting from preparing relevant curricula, teacher training, to improving educational facilities (Nurwati & Basrowi, 2020). Renewing the curriculum to integrate 21st century skills, improving the quality of teaching through teacher training, and investing in educational infrastructure are part of the government's strategy to raise educational standards¹.

Then, the relevance of the government's curriculum and learning strategies becomes a determinant in adapting education to current developments and the needs of the global job market. The government is trying to update the curriculum by including skills needed in the digital era, collaborating with industry to adapt the curriculum to job market needs, and introducing learning strategies oriented to practical experience (Basrowi & Utami, 2020).

However, there are still challenges that need to be overcome. Limited resources, infrastructure gaps,

and coordination between central and regional governments are factors that influence the effectiveness of education policy implementation. Regular evaluation and close collaboration between related parties are the keys to overcoming this obstacle.

In conclusion, the government's role is vital in ensuring quality, relevant and equitable education in Indonesia. The government's efforts in formulating policies, allocating resources and improving the quality of education are steps that support the realization of an educational vision that prepares future generations who are ready to face global challenges. Challenges remain, but the government's commitment to repairing and improving the education system is an important first step towards better education for all Indonesians.

F. SUGGESTIONS

There are several suggestions that can be considered to increase the effectiveness of implementing education policies in Indonesia.

First, it is important to continue to increase the education budget allocation. Allocating more resources to the education sector will enable the government to address infrastructure challenges, provide more training for teachers, and improve the quality of educational facilities.

Second, further efforts are needed to strengthen collaboration between central and regional governments. Better coordination between these two entities will ensure more efficient policy implementation, especially in adapting national policies to the local needs of each region.

Furthermore, regular evaluation of education policies and their implementation is also important. Systematic and ongoing evaluation will help in identifying the successes and failures of existing policies, thereby enabling better adjustments for the future.

No less important is prioritizing improving the quality of teaching staff. Investment in ongoing teacher training, as well as the creation of incentives that encourage teachers to develop themselves and improve their skills, will have a positive impact on the quality of education delivered to students.

Lastly, integrating technology effectively in the learning process is also something that should not be ignored. The use of technology in learning can open wider access to education, enable more dynamic teaching, and prepare students to face the demands of technology in the future.

By implementing these suggestions, it is hoped that the government can continue to increase the effectiveness of education policies, improve the quality of education throughout the country, and help create a learning environment that is more inclusive and responsive to changing times.

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