

# Addressing the Blockages of Education and Culture Development

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## **Abstract**

Nowadays, the effort to preserve and manage culture faced with the swift flow of globalization driven by advances communication and information technology is a challenge for the Indonesian society to be able to maintain national identity while utilizing it for the development of tolerance for cultural diversity through the application of Pancasila values and absorption of universal values. The development of education and culture carried out by the central government, regional government and the community showed very real success. However, there are still some important problems and challenges that will be faced by the development of education and culture.

**Keywords:** *education, culture development, community, government.*

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## **1. Introduction**

Every person has the right to develop themselves by fulfilling the basic need, the right to get education, to benefit from science and technology, arts and culture in order to improve the quality of life and for the welfare of humanity. Every citizen is required to attend basic education and the government is obliged to finance it. Therefore, educational programs for all inclusive are carried out in formal, non-formal and informal education channels with an open and democratic education system and gender equality so they can reach those who live in rural or remote area and those who have economic and social constraints.

This paradigm guarantees partiality to students who have physical or mental barriers, economic and social barriers, or geographical constraint, namely educational services to reach those who are unreached. The alignments are manifested in form of organizing special school, special service education, or non-formal and informal education, education with the visiting teacher system, distance education, and other forms of special

service education so as to ensure the implementation of a democratic, equitable, and gender-equal education.

## **2. Addressing the Blockages to Change**

Basic education is a part of human right and the right of every citizen whose fulfillment efforts must be planned and carried out as well as possible. Fulfillment of the right to obtain quality basic education is a measure of fairness and equity in the results of development and as investment in human resources needed to support the sustainability of national development. The right to get basic education as a fulfillment of human right has become a global commitment. Probably the best chance to comprehend human conduct is the point at which we work intimately with individuals and are entrusted to create them. There are basic unreasonable practices individuals that are blocking change in associations.

### **2.1 Hanging on to Imagined Fears**

One explanation individuals oppose change is dread. A normal a valid example is a customer's associations, which was changing over its data from physical documents to computerized in an online domain. Many, particularly the more established workforce, are concerned that they couldn't adapt new abilities and adjust to the new innovation. This was demonstrated false likewise with preparing and consolation, every one of the laborers adjusted well and figure out how to absorb the new innovation. To execute effective change, pioneers should initially change the mentalities of individuals persuade them to relinquish the old and grow new aptitudes to grasp the new.

### **2.2 Overanalysing until Paralyzed**

Pioneers who love to do investigation concoct a total qualities, shortcomings, openings, and dangers examination and change evaluation sway. The pioneers have turned out to be nonsensical because of their over obsession with investigation and the procedure of progress. They can't settle on basic choices and push ahead with the change. Compelling authority isn't just about learning and aptitudes, it is about the capacity and mental fortitude to settle on choice and actualize change.

### **2.3 Engaging in Unproductive Activities**

Numerous pioneers highly esteem defining savvy objectives, which are explicit, quantifiable, achievable, important and time bound. One incredible disaster in the working environment is that individuals don't do what they should do and doing what they know is very surprising. Indeed, one motivation behind why individuals regularly neglect to comply with their work time constraints is that they take part in inefficient exercises, for example, visiting on the web, take care of irrelevant work matters or hesitate. The key job of pioneers here is to get individuals concentrated on accomplishing their set key exhibition marker, development and consider them responsible.

### **2.4 Mishandling People**

Leaders who lost their cool, yelled and verbally pummeled their staff into accommodation. They have not set aside some effort to adapt progressively powerful approaches to manage individuals. The correct methodology in working with individuals: 1) Begin with acclaim and sharpens thankfulness, 2) Call regard for individuals' mix-ups in a roundabout way, 3) Ask inquiries as opposed to giving requests, 4) Let the other individual hide any hint of failure, 5) Praise smallest and each improvement and recognition each improvement, 6) Give the other individual a fine notoriety to satisfy, 7) Use consolation. Cause the deficiency to appear to be anything but difficult to right, 8) Make the other individual cheerful about accomplishing the thing we suggest.

### **2.5 Stop Learning and Improving**

There is a superior method to learn and improve. It is by accomplishing new things or getting things done in another manner. Time after time we notice individuals who are at a similar activity quit learning and improving out and out. They think they definitely know it all there is to know. The most ideal path for such individuals to learn is to draw in them in new errands which require new information or abilities.

## 2.6 Not Taking Charge

It is a nonsensical conduct when pioneers who need change, stand inactively just giving recommendation to change. Some way or another, they see it fit to drop themselves to the degree of the "frail, powerless, and sad". A pioneer should start change from his specialization which they have control and with every accomplishment chalked up, his area of expertise will develop validity, which can impact different offices to change.

## 3. The Problems of Development in Education and Culture

A number of educational and cultural issues that need attention in the next five years are as follows.

### 3.1 The availability of good quality PAUD services is still limited

The level of achievement of PAUD (bahasa: Pendidikan Anak Usia Dini) services only reached 28.03% in 2009 with varying disparities and quality between regions. Not optimal implementation of non-formal and informal PAUD especially in providing development services for children aged 0-6 years and the lack of parental education in parenting education, and the still low role of parents and the community in the development of the Kindergarten program ages 4-6 years, child care parks, play groups, and similar PAUD units (SPS) such as PAUD Post, SPS Al Qur'an Education Park (TPA), Muslim Children's Foster Park (TAAM), SPS Sunday integrated with Christian community activities (age 0-4 years).

### 3.2 Certainty in obtaining good quality basic education services has not yet been fully realized

Various successes have been achieved up to 2009, especially in terms of access to basic education showing important progress. But the certainty of school-age population to get good quality basic education services and equitable is still an important problem faced in the development of education in 2010-2014. This condition is evident among others in the level of disparity between regions and between socio-economic groups which is still quite high for SMP / SMPLB / MTs. In addition, the dropout rate at the basic education level is still quite high. In 2009, the dropout rate for SD / SDLB / MI / Paket A was 1.70% of the total number of students and for SMP / SMPLB / MTs / Paket B was 1.90% of the total number of students. While the number of continuing education to a higher level for elementary school is 90% for junior high school as many as 89.90%. Furthermore, the coverage of scholarships for poor students only reaches 47.50% of poor students in SD / MI and 40.40% of poor students in SMP / MTs. Figure 1 shows Madrasah Ibtidaiyah Negeri (MIN).



**Figure 1.** Madrasah Ibtidaiyah Negeri

Meanwhile, improving the quality of basic education is still constrained by problems with equal distribution and limited teacher quality. Although at the national level the ratio of teachers to students is quite good, the distribution of teachers is still concentrated in urban areas. The average quality of basic education teachers is also

still low. As of 2009, only around 24.6% of SD / SDLB / MI teachers had S1 / D4 qualification, while at the SMP / SMPLB / MTs level they had only reached 73.4%, and only 70% of junior high school teachers had the appropriate field of teaching expertise with the subject it teach. The condition of educators and education personnel, educational facilities and infrastructure as well as the application of School Based Management (SBM) has not yet been fully realized as stipulated in the Minimum Service Standard (SPM).

### **3.3 The availability, affordability, quality, and relevance of secondary education are still inadequate**

GER for secondary education continue to increase from year to year. In 2009, the GER of secondary education reached 69.60%. However, the access to secondary education in Indonesia is still relatively low when compared to the level of secondary education participation with other Asian countries, such as Singapore and Japan which have reached 100% or Thailand and China which have reached GER level above 70%. In addition, the GER disparity in secondary education between regencies and cities is still relatively high, and the scope of scholarships for students coming from poor families only reaches around 31% of existing poor students. Improving the quality of secondary education is still constrained by the provision of adequate educational facilities and infrastructure. In 2009, only 74.5% of SMA / MA and 62.7% of SMK / MAK had libraries and only 47.8% of schools had computer facilities. In term of education personnel, teacher qualification is not all fully educated S1 / D4. Until 2009, only 85.8% of SMA / MA teachers and 91.2% of SMK / MAK teachers were S1 / D4 qualified and around 88% of teachers taught according to their area of expertise.

### **3.4 The quality and relevance of continuing adult education is still limited**

The national literacy rate is already quite high, namely at 94.70%, but there are still 11 provinces where the literacy rate is still below 94.70%. In addition, the disparity in literacy rates between provinces, between regencies and cities, and between genders is still relatively high. In order to accommodate strong beliefs and desires for adults so as not to stop learning in order to improve skills or knowledge, as well as make changes to social, economic and dynamic conditions in society. In addition, the government also provides services and facilitates to the community groups to continue learning while working to increase their capacity and competence.

### **3.5 The availability, affordability, quality, relevance and competitiveness of higher education is still limited**

At the higher education level, GER is still low, which is only 23.5% of the population aged 18-23 years in 2009 and far below countries such as Thailand, Japan, Singapore which the average is above 40% of the population ages 18-23 years. In addition, the scope of scholarships for students from poor families is still limited. Until 2009, the proportion of students who had the opportunity to get a higher education scholarship only reached 6%. The quality of the field of higher education research is still low, seen from the data that only 6% of lecturers who have scientific publications published in accredited national journals and only 0.2% of lecturers who have scientific publications in international journals. Meanwhile, the proportion of lecturers who have S2 and S3 academic qualifications only reached 57.8% in 2009.

### **3.6 Character education and noble character have not been optimal in supporting the realization of a superior and noble nation civilization**

Increased education participation is not yet fully followed by character education and noble character that is able to build a strong national character. Character education has an important role in character building efforts in wide sense involving relevant ministries / institutions, communities, schools and parents to support the realization of a superior and noble civilization of the nation.

### **3.7 The implementation of the governance system in ensuring the implementation of excellent education services is still not stable**

Based on Law No. 20 year 2003 concerning the National Education System, the Minister of Education is responsible for national education. One important aspect of the law is the management and administration of education. However, coordination between ministries and institutions that manage and administer education, as well as between the central government, the provincial and regency governments and the city government has not

been fully organized. Likewise, the role of the community in the management and organization of education has not been maximally managed.

#### 4. Conclusion

Based on the development of educational and cultural development during 2004-2009 period and the problems above, it can be identified several important challenges that will be faced by the development of education and culture in the next 2010-2014 period as follows:

- a. Provide professional and competent teaching staff with equitable distribution;
- b. Improving formal and cultural education facilities and infrastructure that are equitable distributed in all provinces, regencies and cities;
- c. Guarantee the availability and affordability of good quality formal education services without differentiating economic, gender, and region status;
- d. Develop and implement creative and innovative learning systems by integrating education, religion, and entrepreneurship characters according to the National Education Standard;
- e. Provide financial subsidies for the implementation of good quality of non-formal and informal learning systems that are equitable distributed across provinces, regencies and cities;
- f. Provide data, information, accreditation of reliable education and culture;
- g. Realizing an efficient, effective, accountable, professional and transparent management of the education unit;
- h. Strengthen the governance of the implementation of the National Education System and cultural development in accordance with statutory regulations;
- i. Improving the competency standard on human resources of the culture apparatus; increasing the effort to preserve and manage cultural heritage.

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