



Study of Educational Problems Based on Aspects of Equity, Efficiency, Quality, and Relevance

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Abstract: This research is a qualitative descriptive study that aims to describe educational problems based on four aspects, namely equity, efficiency, quality, and relevance. The research was conducted at SMAN 1 Sumberpucung, Malang Regency. Data collection was done by interview, observation, and documentation methods. Data triangulation was carried out based on data obtained from the three methods which verify and complement each other. Data analysis was carried out using the Miles and Huberman method, namely the stages of data reduction, data presentation, and drawing conclusions. The results showed that at SMAN 1 Sumberpucung there were several problems, both in terms of equity, efficiency, quality, and relevance. In the aspect of equity, there are several problems, namely, (a) at first there were problems in recruiting prospective students who excel, (b) there were students who withdrew from school, and (c) the implementation of remedial measures was not in accordance with the difficulties experienced by students. The problem in the efficiency aspect is that students with low abilities do not get special services. In terms of quality, schools still do not have a separate laboratory. And in the aspect of relevance, the learning carried out still does not use a scientific approach.

INTRODUCTION

Education is essentially a conscious activity that aims to increase self-worth and efforts to humanize humans (Mukti & Rosadi, 2021; Taqwa et al., 2015; Tasbih, 2021). This is in accordance with the mandate Law Number 20 of 2003, which obliges the government and regional governments to provide education services for every Indonesian citizen. This is also in line with UNESCO's statement that education does not look at the background of citizens (Rusmono, 2020). The development of a country cannot be separated from the quality of education in that country.

In the era of the industrial revolution 4.0, many changes occurred in many aspects that were unavoidable. This requires an increase in human resources (HR) which will be able to compete on a global scale. In the era of the industrial revolution 4.0, the boundaries between humans, machines and other resources will increasingly converge. This condition affects many sectors of life (Lase, 2019). Education is the main key to be able to meet these demands (Lee, 2018). Implementation of education at this time must be adapted to the

demands of industrial needs. Curriculum design must be made to increase competitive, productive, and competitive human resources.

The quality of education in Indonesia itself is still relatively low. Education in Indonesia is still lagging behind neighboring countries such as Thailand, Malaysia and Singapore. Indonesia is ranked 54th out of 78 countries assessed (ECR, 2021). This is caused by several problems, such as lack of equity, inefficient implementation of educational processes, low quality of education, and lack of relevance to community needs. However, one of the priority problems in development in the field of education is the low quality of teachers in the field of education (Ningrum & Abdullah, 2021).

Several studies have conducted research on problems in the field of education. Suryana (2020) have identified these problems but only focused on problems in the field of education in the aspect of quality. Sanaky (2008) has also described educational problems in terms of quality but focuses on Islamic education. Several other studies highlight educational problems in the aspect of equity (seperti Ahmad, 2018; Aristo, 2019; Hakim, 2016; Wahyudi & Lutfi, 2019). The financing aspect has also been highlighted by several previous studies (example, Handayani and Huda, 2020; Rochaendi *et al.*, 2022). Until now there has been no research that examines educational issues based on four aspects (equity, efficiency, quality, and relevance) in full. Even though the mapping of problems in these four aspects is an important thing to do so that education in Indonesia is getting better. Therefore, this article discusses some of the problems that occur in the field of education. The problems studied are based on four aspects, namely equity, efficiency, quality, and relevance.

METHOD

This research is a qualitative descriptive research that aims to describe educational problems based on four aspects, namely equity, efficiency, quality, and relevance. Qualitative descriptive is a term used in qualitative research for a descriptive study (Yuliani, 2018). This type of qualitative descriptive research is generally used in social phenomenology (Polit & Beck, 2009). Qualitative descriptive specifically aims to be able to answer research questions regarding the questions of what, who, how, and where an event or experience occurs so that in the end it is studied in depth with the aim of being able to find patterns that emerged in that incident (Kim et al., 2017).

The research was conducted at SMAN 1 Sumberpucung, Malang Regency. Data collection was carried out by interview, observation, and documentation methods. Interviews were conducted to explore in-depth data related to educational issues in four aspects (equity, efficiency, quality, and relevance). Interviews were conducted on one of the teachers. Observations were made to identify problems that exist in schools, especially in terms of facilities and infrastructure. Documentation is carried out to identify problems based on data aspects, such as the adequacy of the number of teachers, the availability of teaching materials, and so on. Data triangulation was carried out based on data obtained from the three methods which verified and complemented each other. Data analysis was performed using the Miles and Huberman method (A. M. Yusuf, 2016) namely the stages of data reduction, data presentation, and drawing conclusions.

RESULT AND DISCUSSION

Educational Problems in Equitable Aspects at SMAN 1 Sumberpucung

There are two important aspects in educational equitable namely Equality and Equity (Widiani, 2015). *Equality* has the meaning of equality of opportunity for every individual in obtaining education. On the other hand, equity itself has the meaning of justice for every individual in getting the same educational opportunities among other individuals.

Equal opportunity to join in school (equality of access)

This indicator of equal distribution of opportunities to enter schools is related to the level of education participation as an indicator of the ability of the education system to provide the widest possible opportunities and facilities for school-age children to obtain proper education in accordance with the law. Based on the aspect of opportunity to enter the school, SMAN 1 Sumberpucung has opened opportunities for all prospective students to be able to enroll in the school through several entry points, namely affirmation, academic and non-academic achievements, and zoning.

In 2020, the selection of new students will be carried out in the order of zoning, academic and non-academic achievements, and affirmations. The implementation of the selection has encountered obstacles/problems because students who have academic achievements cannot 'choose' the school according to what they want. There are some students who have many achievements but go to school where they are not wanted, in the sense that the school is not a school that focuses on fostering the student's 'field of achievement'. Therefore, in 2021 changes will be made to the acceptance of new students with the achievement path taking precedence. Based on the aspect of opportunity to enter school (equality of access), the school has made good efforts for equity. In addition, the school has sought openness in the selection of new students.

Equal opportunity to survive in school (equality of survival)

This indicator focuses on students' opportunities to succeed in education. Students often do not complete their education due to many things. To anticipate this, the school is doing a number of things, such as maximizing the role of the guidance and counseling teacher (BK) and maintaining good communication with parents/guardians. The school is trying to give special attention to students who do not have good motivation in learning. However, there were two students who withdrew from school due to family problems.

Equal opportunity to gain success in learning (Equality of output)

Based on an individual's point of view, success in learning can describe the performance of the education system in providing the best possible knowledge, skills and attitudes without having to differentiate students' backgrounds such as regional origin, ethnicity, economy, and so on. The problem that occurred at SMAN 1 Sumberpucung related to this was the lack of optimality in providing remediation to students who had below average academic abilities. Remedial implementation has not yet been analyzed based on the weaknesses of each student. Even though remedial implementation will only

work well and be useful if remedial implementation is based on mapping student weaknesses (Gustika et al., 2014; Sururiyah, 2018).

Educational Problems in Efficiency Aspects at SMAN 1 Sumberpucung

The problem of efficiency is essentially utilizing human and financial resources in the process of implementing education. Efficiency means using as little effort and cost as possible but can produce the maximum possible output. The implementation of the educational process will be said to be efficient if the utilization of various resources is carried out optimally, such as labor, costs, time, and productivity (Aziz, 2017). This can be achieved if the management of education has harmonization between all elements and units, both within the school and outside the school.

At this time, the education system in Indonesia is still considered inefficient. This is indicated by the number of children who drop out, and there are still quite a lot of classes remaining, and children who tend to be academically weak who still do not get proper services (Yusuf & Syarifuddin, 2020). However, at SMAN 1 Sumber Pucung there are no students who failing a grade. However, in the 2021/2022 school year, there were 2 students who withdrew (dropped out) from school due to family problems.

The source of funding for the implementation of education in SMA in general comes from BOS funds which are allocations from the State Revenue and Expenditure Budget (APBN). In addition, funding also comes from provincial and district/city regional governments, which are called special funds from APBD I and APBD II. The use of funds in the management of education as far as possible can improve the quality of education. At SMAN 1 Sumber Pucung it is considered good in allocating funds for the smooth implementation of education. The school has allocated funds for extracurricular activities, procurement of experimental equipment and so on.

Educational Problems in Quality Aspects at SMAN 1 Sumberpucung

The issue of the quality of education in Indonesia as a developing country has become highly developed, especially in the 20th century. This is due to the increasing number of high school and university graduates who do not get jobs. This condition is the impact of the low quality of graduates in terms of knowledge. The skills and expertise they master are not in accordance with the qualifications that are demanded in the world of work.

The quality of education is very dependent on many factors. The quality of education is not only influenced by the school acting as an educational institution, but must also be adapted to the demands of the times so that the education provided to students is useful in improving skills, attitudes and knowledge which can later be truly useful. Assessment of the quality or quality of graduates is increasingly developing and flexible in accordance with the conditions of the times. This certainly must be responded well by the ministry of education to schools as policy makers and education providers. Schools must continuously improve the quality of their graduates through adjustments to developments in societal demands.

In the aspect of the educational process, SMAN 1 Sumberpucung has been supported by many adequate learning resources. This is important because the learning process will

run well if it is supported by adequate facilities and infrastructure (Yustikia, 2017). SMAN 1 Sumberpucung already has science and language laboratories. The school also has sports facilities in the form of a field. However, what is still lacking is the completeness of laboratory equipment and the limited storage space for science laboratories. At SMAN 1 Sumberpucung, science laboratory equipment (Physics, Biology, and Chemistry) is still a fairly small room. This causes the mobility of taking and returning the tool which is a little difficult. In addition, because the laboratory only has one room for three subjects, it is difficult for teachers to get access to practicum activities due to the dense use of the laboratory.

In addition to facilities and infrastructure, the quality of education is reflected in the qualifications and abilities of teaching teachers (Kurniawati, 2022). The problem in some schools is that teachers often teach subjects that are not in accordance with their area of expertise. This is due to the lack of the number of teachers who teach. But at SMAN 1 Sumberpucung this did not happen. SMAN 1 Sumberpucung has 72 teachers with qualifications of 1 (1.39%) doctoral, 10 (13.89%) masters, and 61 (84.72%) undergraduate. In addition, all teachers have taught according to their respective fields according to their educational background.

Educational Problems in Relevance Aspects at SMAN 1 Sumberpucung

This aspect of relevance includes the ability of educational institutions to produce output from the learning process that can meet the needs of industry, development, and other things needed in society (Muhson et al., 2012). Implementation of education is expected to meet the demands of all development sectors. If this can be realized then the relevance of education is said to be fulfilled. Relevance relates to the existence of equivalence in the form of a link and match between educational outcomes and community needs.

In the 2013 curriculum, learning is directed to be carried out using a scientific approach (Bintari et al., 2014; Hilda, 2015; Kurniasari, 2017; Permatasari, 2014; Rhosalia, 2017). Based on the results of the interviews conducted, the teachers of SMAN 1 Sumberpucung are still not optimal in applying the scientific approach in the learning process. Many teachers still use the lecture method. And there are several teachers who provide material with the assignment method. Based on this, it is hoped that in the future teachers will be able to use a scientific approach in learning. This is also a form of achieving the demands of abilities that must be instilled in students in the 21st century, namely 4C (Oktapiani & Hamdu, 2020; Prihadi, 2018). So that the implementation of a scientific approach in learning is important in meeting the demands of the times so that aspects of educational relevance can be fulfilled.

CONCLUSION

In the study of educational problems, there are several problems encountered at SMAN 1 Sumberpucung. In the aspect of equity, there are problems when applying the zoning route as the earliest acceptance path. Students with achievements will find it difficult to register at the school they want, especially schools that are considered to be

able to develop their talents because they have to attend a nearby school. However, this has been resolved by changing the selection policy to the achievement path which takes precedence over the zoning path. In terms of efficiency, there is a problem of insufficient service to students with below average academic ability. In terms of quality, SMAN 1 Sumberpucung requires a separate science laboratory room so that the learning process can be maximized. In the aspect of relevance, the problem found is the implementation of a scientific approach that is not optimal so that it is not relevant to the demands of developing 4C capabilities in the 21st century.

This research is still limited to identifying educational problems in the aspects of equity, efficiency, quality, and relevance. This research has not examined in more depth the causes and solutions of these problems. It is hoped that future research can carry this out. In addition, this research is limited to one school. It is hoped that in the future research can be carried out on a wider scope in order to provide a more comprehensive and in-depth description of educational problems.

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