

Equity And Equality In Education Financing

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Abstrac: Education is part of the basic needs of humans in carrying out their vision and mission as human beings on earth which is always universal. All humans without exception on this earth really need education. For this reason, the presence of the government in meeting universal educational needs is highly awaited by all the children of the nation in the Unitary State of the Republic of Indonesia. This paper is presented in the hope of being able to provide an explanation and elaborate on equity equality and the education funding system which includes several discussions; and understanding of equality, equality, strategies and efforts of the Government in maximizing educational equity and the impact of the lack of equitable education in Indonesia, as well as the role of the funding system that is applied to the equal distribution of education.

Introduction

Education is part of the basic needs of humans in carrying out their vision and mission as human beings on earth which is always universal. All humans without exception on this earth really need education. For this reason, the presence of the government in meeting universal educational needs is highly awaited by all the children of the nation in the Unitary State of the Republic of Indonesia. As also stated in Law No. 20 of 2003 concerning the National Education System article 11 paragraph (2) states that "the government and regional governments are obliged to guarantee the availability of a budget for the implementation of education for every citizen aged seven to fifteen" on the other hand "every citizen has the same right to get a quality education".

The legal basis above becomes the basis in the National development agenda prioritizing educational development in addition to other major national agendas. To achieve and accelerate the regulation of equity equality and education funding systems, the government has sought through the autonomy and decentralization of education that was born from the reform movement in the field of education, in general education reform requires the application of the principles of democracy, decentralization, justice and upholding human rights in the life of the nation and having a state, in relation to education, in principle these demands involve renewing the education system.

Regarding national education funding, the government has regulated a separate chapter in Law No. 20 of 2003 concerning the national education system namely in chapter XIII article 46.47.48 and 49 this chapter regulates the responsibility for funding article 46 sources of funding article 47 management of education funds article 48 and allocation of education funds article 49 explained about education funding becomes the responsibility together with the government (central), Regional government (provincial and district / city) and the community article 46 paragraph in this case the community is defined as a group of Indonesian citizens, non-government who have attention and role in the field of education. For this reason, education in Indonesia, especially access to education for the poor and

remote communities, is a classic problem that requires strategic steps from the government to handle it, so that the distribution of education truly provides opportunities for all generations of the nation to obtain education so that the problems of education are can be hacked and the motto of education for all can be enjoyed by all generations of the nation.

Result

1. Definition of Equity and Equality

The definition of Equity in etymology is justice in obtaining equal educational opportunities among various community groups. Equality means equality means equality of opportunity to obtain education (Sudarman Danim, 2004: 247). Being according to Rusman, equity is to increase fairness and opportunities for students to achieve maximum results (Rusman, 2012: 5). The explanation of equity equality gives a meaningful conclusion, namely justice and equality or equal access to education. Then every school-age population must get the opportunity to receive education. Justice is based on when a group of people can enjoy education equally, so that the education motto for all is realized. In the perspective of Islam which originates in the Koran, equity equality which means fair (*al-ladl*) there are 28 places (Abd al-Baqiy Muhammad Fu'ad, 1981: 448-449). Understanding justly, in Indonesian culture, comes from Islamic teachings. This word is an absorption from the Arabic word '*ad*' (M.Dawam, Rahardjo, 2002: 369). Etymologically, in the *Al-Munawwir Dictionary*, *al'adl* means a middle case. Then according to Ahmad Azhar Basyir, justice is an eradication of something in the actual place or in accordance with the right proportion and giving something to someone who is his right (Ahmad Azhar Basyir, 2000: 30).

Various opinions have been explained above about justice and equality if related to the 1945 Constitution which states that the objective of establishing the State of Indonesia is "Educating the Life of the Nation". Then in Law No. 20 of 2003 concerning the National Education System article 11 paragraph (2) states that "the government and regional governments are obliged to guarantee the availability of a budget for the provision of education for every citizen aged seven to fifteen years" the other side "every citizen has the same right to get a quality education ". This means that the importance of justice and equality (equity equality) is applied in the world of education in Indonesia, so that all Indonesian citizens are entitled to education and teaching without exception, both "rich" and "poor" and urban communities.

2. Government's Efforts in Equitable Education

Equitable education according to Rian Nugroho is a derivative of the issue of equitable development. Radius Prawiro (Mujahidun, 2016,: 42)in his book "The Indonesian Struggle to Build the Economy: Pragmatism in Action" explains that the concepts that must be built in equitable development focus on growth, equity and stability or called the "Development Trilogy". Because development is very dependent on growth which basically must be divided and leveled. And in this case the development of education is also part of the issue of development in the economic context.

Equitable education in Indonesia was first formally pursued in 1984 with a nine-year compulsory education program starting in 1994. The government also rolled out scholarships as an effort to equalize education. A lot of scholarship assistance has been rolled out by the government at certain levels of education as a form of commitment in implementing the very 1945 Constitution. Today the government also continues to commit to focus on equity in the world of education by rolling out the School Operational Assistance (BOS) program which is directly aimed at helping the implementation of education which is not only related to educational facilities but also the continuity of education for students so as not to stop in the middle of the road.

Coleman (James S Coleman, 1966: 97), in his book "Equality of Educational Opportunity" that the concept of equalization basically includes active equality and passive equality. Active equality means equality in providing opportunities for registered students to obtain broader educational outcomes, including equality of access, equality of survival, equality of output and equality of outcome. Then passive equalization is equalization that emphasizes equality in obtaining opportunities to register and study at school.

From the equalization indicators developed by Coleman above, the application of educational equality still faces obstacles considering the still low and less optimal education funding in Indonesia. One of the manifestations of the lack of optimal education funding at this time is related to the existence of an autonomous policy for local governments to participate in developing education in their regions whose funding is charged by local governments.

Realizing that the national education budget is not yet optimal, the government's anticipatory step is to conduct a subsidy program that starts from basic education to be increased at the level of the education program above. Then the government also took a strategic step in order to achieve equitable education by inviting community partnerships to participate in thinking about and supporting education funding, especially in schools run by the community. But the government is making efforts to do this by rolling out a free education policy. The policy is a threat to private schools, which in the process the private school organizers compete with each other to maintain their education process with various efforts that are very difficult amid the dilemma of free education.

According to Sudarman Danim (Sudarman Danim, 2004: 249), there are two things that the government must do to achieve equity equality in education, namely; 1) guarantee that everyone can complete basic education. 2) Ensuring students who have achievements and potential to not be blocked access to education just because they are poor, women, from ethnic minorities, living in geographically remote areas or have special needs.

The government's efforts to achieve equitable education by imposing free education which is directly manifested in the implementation of Law No. 20 of 2003 Article 34. The government's determination to educate the nation's life becomes the driving force in realizing education for all. But Tilaar (Tilaar, 2012: 49), said in his book "The New National Education Paradigm" that education for all released in 1990 at an international conference in Thailand was continued at the UNESCO meeting in Dakkar in 2000, still faced various obstacles.

3. Impact of Lack of Equality in Education

The impact of the lack of equity in the world of education including as explained below.

a. Low Quality of Physical Facilities

For physical facilities, for example, many of our schools and colleges have damaged buildings, ownership and use of learning media is low, library books are incomplete. While laboratories are not standard, the use of information technology is inadequate and so on. In fact, there are still many schools that do not have their own buildings, do not have libraries, do not have laboratories and so on.

b. Low Quality of Teachers

The situation of teachers in Indonesia is also very alarming. Most teachers do not have sufficient professionalism to carry out their duties as referred to in article 39 of Law No. 20/2003. namely planning learning, carrying out learning, assessing the results of learning mentoring, conducting training, conducting research and community service.

c. Low Teacher Welfare

The low welfare of teachers has a role in making the quality of education in Indonesia low. With low incomes, obviously many teachers are forced to do side jobs. There are those who teach again at other schools, give tutoring in the afternoon, become motorcycle taxi drivers, boiled noodle sellers, book sellers / LKS, mobile phone credit sellers, and so on.

d. Low Student Achievement

The lack of physical facilities, teacher quality, and teacher welfare has an impact on student achievement. Indonesian children apparently are only able to master 30% of the reading material and it turns out they are very difficult to answer questions in the form of descriptions that require reasoning. This may be because they are very used to memorizing and working on multiple choice questions.

e. Lack of Equalization of Educational Opportunities

The still low opportunity to obtain education is still limited at every level of education in Indonesia, indicating the low relevance of Education to the needs of this can be seen from the many unemployed graduates. This mismatch between educational outcomes and the needs of the world of work is due to curriculum whose material is less functional to the skills needed when students enter the workforce. Finance and financing is one of the direct resources support the effectiveness and efficiency of the management of the Madrasas. In implementation education, finance and financing are very decisive potential 7 is an inseparable part in the study of education management. Component finance and financing at a school is a decisive component the implementation of teaching and learning activities in schools with components the other. (Amini: 2018:6-7)

f. The high cost of education

Quality education is expensive, this phrase often appears to justify the high costs incurred by the community to get an education bench. The high cost of education from kindergarten (TK) to Higher Education (PT) makes the poor people not allowed to go to school.

g. Geographical or reachability factors

Geographical or outreach factors have a direct effect on equity and justice in the field of education. Reality shows, the more remote an area is, the harder it is for the people of the area to be touched by good education services, public awareness of education is low, besides they live in poverty areas. This condition, among others, raises the phenomenon of injustice or inequality of educational facilities.

4. Education Funding System

The 1945 Constitution states that every citizen has the right to education, and every citizen is obliged to attend basic education and the government is obliged to finance it, then the government endeavors and organizes a national education system that enhances faith and piety and noble character in order to educate the nation's life.

Various attempts were made by the government to advance education in Indonesia. One of the efforts undertaken by the government is to increase education funding by 20% of the state budget. The government set an education budget of Rp. 368.899 trillion or 20 percent of the total state budget.

Fulfillment of an education fund of 20% as mandated by the 1945 Constitution as a result of the amendment is a reflection of the desire of all Indonesians to have a more equitable and quality / quality education. Achievement of more equitable and quality national education is further stated in PP No. 19 of 2005 concerning National Education Standards articles 3 and 4: Article 3: "National Education Standards function as a basis in planning, implementing, and supervising education in the context of realizing national education. quality".

Article 4: "National Education Standards aim at ensuring the quality of national education in the context of developing the intellectual life of the nation and forming the character and civilization of a dignified nation". 1945 Law and PP No. 19/2005 provides a signal that the fulfillment of an adequate education budget must be oriented to the realization of quality education services for all. The problem of meeting the 20% budget has become quite a polemic, both in government and society. Among them for reasons of the State's inability to finance education with a portion of 20% at once from the state budget.

Basically, education funding is not only the responsibility of the central government, but also the responsibility of regional governments I and II (provinces and districts / cities). This condition as affirmed in PP 48 of 2008 concerning Education Funding article 2 paragraph (1) "Educational funding is a joint responsibility between the government, regional government and the community". Implementation of the law in question requires a strong determination from the government and regional governments. The budgeting of 20% of the APBN that has been declared by the government has not yet had a significant positive impact. There are still some problems that arise in the field. One problem that arises is the misappropriation of education funds. The Corruption Eradication Commission (KPK) notes that education funds are not managed properly, which has the potential to cause losses to the state.

According to the Pidarta the efficiency in using education funds is the use of funds whose prices are appropriate or smaller than the planned education and education services. Whereas what is meant by the effective use of education funds is if with these funds the

planned educational goals can be achieved with relative perfection. The government needs to improve the efficiency of the use of education funds because education funds are relatively limited and government agencies that oversee education funding often experience leakage of funds (Made Pidarta, 2007:57).

In the relationship between costs and benefits, education is seen as one of the first forms of investment, this was stated by Theodore W Schultz in 1960 entitled investment in human capital in the American Economic Association forum. The message conveyed is "the process of knowledge and skills through education is not a mere form of consumption, but is an investment". The theory of human capital a flow of expenditure that considers humans as a form of capital as other forms of capital such as machinery, technology, money, land, material that determine productivity growth through investment itself. Human capital can be applied through various forms of HR investment including formal education, informal education, work experience, health, nutrition and transmigration.

The concept of HR investment considers important the links between education, work productivity and economic growth. In the theory of human capital, labor is the holder of capital, which is reflected in the knowledge, skills and work productivity. Educational economics is a study of how individuals, both individually and within their communities make decisions in the context of utilizing limited resources in order to produce various forms of education and training, development of knowledge and skills, opinions, attitudes especially through formal education, and how to distribute it evenly and fairly among various community groups.

Cohn in Fatah, stated that education economics is the study of how individuals and groups of people make decisions in the context of utilizing scarce / limited resources in order to produce various forms of education and training, development of knowledge and skills, opinions, attitudes, and values values especially through formal education, and discuss them equally and fairly among various community groups (Nanang Fatah, 2002: 35).

Conclusion

Equitable education includes two important aspects, namely equality and equity. Equality or equality implies equal opportunity to obtain education, while equity means fairness in obtaining equal educational opportunities among various groups in society. Equitable access to education means that all school-age residents have educational opportunities, while access to education is equitable if between groups can enjoy education equally.

UU no. 20 of 2003 concerning the National Education System, article 5 paragraph (1) states that "Every citizen has the same right to obtain quality education", and article 11, paragraph (1) states "The Government and Regional Governments must provide services and facilities , and guarantee the implementation of quality education for every citizen without discrimination ". The 1945 Constitution mandates that every citizen has the right to education in order to improve the quality and welfare of his life. The founders of the nation believe that improving the level of education is one of the main keys to achieving the country's goal of not only educating the nation's life, but also creating prosperity general and carry out world order.

Education has an important and strategic role in development nation as well as making a significant contribution to economic growth and social transformation. Education will create educated people which are a prerequisite for the formation of a society that is advanced, independent, democratic, prosperous, and free from poverty.

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