

# HR Quality Improvement Strategy of Education in Indonesia- Based Systems and Broad Based Education High Based Education: Perspective of 21st Century Challenges

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## Abstract

Although the educational programme had been on going process since 68 years ago in Indonesia, but this state did not has provided qualified human resources. Since 32 years ago of the New Order Government authority, educational sector development has never been placed as a prime priority of development. The effect of Indonesian educational quality is being worse until now than the other countries in Southest Asia likes Malaysia, Philipina, Singapore, and Thailand. Indonesia is being effected by ditional multi crises since eighteen years ago and until now. It is still degraded by its past time which avoided educational development. Moreover, the other states which effected by the same problem like Indonesia could reform by paying attention greater toward educational development sector. They could reform faster and being better states because they have qualified human resources. By this broad *based education system* and *high based education system*, we hope the quality of Indonesian human resources will be more better and qualified in the next future.

**Keywords:** Human Resources Quality, Broad Based Education, High Based education

## I. INTRODUCTION

Why a new paradigm of education in Indonesia needs to be oriented towards broad based education system and high based education? There are four reasons why the broad based education system is needed, namely: (1) economic reasons. Due to the inability of parents or poverty, not all graduates of elementary, middle and high school can continue their education to a higher level. Generally they do not have the skills to work independently and to work even if they do manual lbor for low wages, or be family labor in the countryside, and even many who are unemployed; (2) the reasons of intellectual ability. Nationally quite a lot (about 40 percent) of children who painstakingly completed elementary and do not have the intellectual ability to follow the lessons in secondary education; (3) the reason is not interested; (4) Many parents stated, what is the point entered junior high school because for those who do not continue to enter junior high school and vocational totally useless, because it does not prepare students for work, only to proceed to a higher level. The same thing is true for middle and high school graduates. To accommodate the needs of education for graduates of elementary, middle and high school are unable to continue their education to a higher level, broad-based education system in the form of vocational education is already a requirement, in order for them to have life skills relevant to employment opportunities available.

The background is the reason high based education system really needed is: (1) the results of the national SMBPTN average followed by more than 1.6 million students each year, only 25 percent passed the pure and have the intellectual and emotional maturity to continue university education. Even though it is recognized that beyond 25 percent of the lots were released for filling seats available, especially in the Outer universities and private universities; (2) to meet the needs of qualified human resources, professional both for domestic and global needs; (3) is a human investment for print-quality human resources, professionals who are able to compete in the context of cooperation in the era of globalization.

This paper is intended to try to uncover the problems facing education in Indonesia at this time, mainly related to the low quality of human resources as a result of the low quality of education. In the competition in this era of globalization, the victory is determined by the quality of human resources. Quality SDM itself is determined by the quality of education both at the level of basic, medium and high. Education plays a key role in the effort educating the nation. This is in accordance with the ideals and vows of our founding fathers to build a strong Indonesian society, democratic, independent, live the values of unity in diversity, mastering science and technology, and competitive in the domestic and global life.

Reality show, although the educational activities have taken place in Indonesia for 70 years, but has not managed to provide qualified human resources evenly throughout the country. During the 32 years of the New Order regime, the development of education sector has never placed a priority of development. As a result, the quality of education in Indonesia lags behind neighboring countries such as Malaysia, the Philippines, Singapore, Thailand. If these four countries have managed to send personnel skilled workers and professionals to fill vacancies available in foreign countries, Indonesia is a new wave of sending labor for menial jobs such as factory workers, plantation, maids, and others. Nations multi-dimensional crisis hit Indonesia since fifteen years ago and until now they collapsed due to past neglect of education development. While other crisis-hit nations

such as Indonesia have bounced back since in the past they pay great attention to the development of the education sector. They can quickly rise because it has a good quality of human resources. Through a broad based education system and high based education, the quality of Indonesian human resources are expected to be even better.

## II. THEORETICAL REVIEW

### 1. Some World Challenge Education in Indonesia Current

#### a. Heterogeneity Level Public Education

Heterogeneity education level of Indonesian society can be seen in communities throughout the Indonesian archipelago. Many of the residents are illiterate, especially in rural areas, in addition to the majority can read and write even many scholars. At the primary level, especially in rural areas many children of school age who have never attended primary school, high school dropouts, in addition to the many who had completed primary school. The same thing occurs in middle and high school education. The main cause is the problem of poverty and the inability of parents to send their children to pursue higher education.

The conclusion that can be drawn from the above: (1) the opportunity to participate in formal education and a variety of technical skills training for children (youth) is very limited; (2) increase the number of school dropouts, even many who never went to school, (3) the number of young functional literacy is very low, and (4) the quality of the young generation of human resources is very bad.

In connection with the low level of education of youth in rural areas, the United Nations said several fundamental problems as follows: (1) at a young age they have become family labor or work on others; (2) the time of planting or harvest season, they work beyond normal working hours; (3) generally they are unemployed in the post-harvest; (4) to meet the basic needs of their families shall seek wage labor; (5) they are married / marry at a young age; (6) they do not want to mingle with peers literate, even though they are the same age; (7) are afraid of teaching and learning situations that are formal; (8) they left the village to avoid agricultural employment and (9) they are faced with a narrow agricultural land which they think will keep them poor.

Furthermore, the former Minister for National Education Anies Baswedan at the opening of the National Consultation Meeting "Education for All" held in Yogyakarta, on Wednesday 29 November 2015, suggested some of the challenges facing education Indonesia the next 20 years as shown in Table 1.

Table 1. Education World Challenge Indonesia 20 years Forward

Problems	Age	Number	Discription
Children who are not served on preschool education	4 to 6 years	10. 1 million	80%
Illiteracy	Above 10 years	10 to 16 million	factors of poverty
School age children are not in school.	7 to 15 years	5. 5 million	factors of poverty

Source: Daily Media Indonesia Jakarta, 31 - 11 -, 2015.

#### b. Community Economic Downturn

The economic crisis that originated from the financial crisis in 1998, has a significant influence on education in Indonesia. The number of poor and living below the poverty line increased. Open unemployment has reached 65 million people. Plus underemployment. The direct result of the study is the dropout rate at all levels of education increased. Social indicator is the increase of street children and families in the streets of major cities. In higher education, many students are expected to be a candidate for young intellectuals, was forced to leave college because of financial limitations the family. For high school students who drop out of school, the problem will be more complicated. Complicated because at this age, their emotions are not stable, not tolerant of others, physically aggressive, low awareness of the errors themselves, and showing that egoistic behavior.

If the family and the government did not respond to this problem, then sooner or later the influence of the environment that is not conducive to make them engage in juvenile delinquency, brawl, drug abuse, or behaviors more extreme crimes. Thus, it can be concluded that the development of education is closely related to economic development, especially economic development that is rooted in the people's economy and domestic resources.

Regarding relations with the education level of this economic improvement, Hungtington argued that the level of economic development better positive effect on increasing the number of the public who have a higher education and the middle class society is greater. This situation will give birth to the attitude of the culture better citizen, responsible, and have the satisfaction and competencies that support the realization of democracy.

In connection with the relationship of education and economic development, Edgar Faure in his paper on "Education and the Future of Mankind Today" confirmed that the speed of development of education and teaching is always in tune with the pace of economic development. If the economy is growing fast, so education also tend to quickly develop knowledge in order to prepare the necessary personnel in the field of economic development.

### c. Education Equity Issues

Indonesia consists of 13,000 islands that stretches from Sabang to Merauke. From the entire island, has roughly 6000 islands are inhabited. Indonesia's population of 250 million is expected in the 21st century, with 560 ethnic groups, who have their own language and culture. Government recognized religion is Islam, Protestantism, Catholicism, Hinduism, Buddhism, and Flow belief in God Almighty.

The concept of "education for all" have a meaning that all citizens have the right to a good education, also have an obligation to establish a national education quality. Consequently the necessary distribution of education. What are the barriers that we can learn from this educational equity? At least there are five internal obstacles that hamper the distribution of education, namely: (1) geographic constraints, meaning that many of the islands or areas that are difficult to reach because of the communication education; (2) education facilities are limited due to the allocation of funds is minimal; (3) the government will prioritize economic development as a priority, while education has not yet obtained a reasonable portion; (4) there is no reasonable appreciation of the teaching profession, especially concerning welfare, whereas the key to quality education is the quality of teachers themselves; and (5) the centralized educational planning that ignores the capabilities and characteristics of the area.

### 2. Globalization and the New Paradigm Indonesia Education 21st Century

Tampubolon, said that with the development of industrial society and panca industry, Indonesia was under the influence of four fundamental processes of social development in the 21st century, even actually started in the last three decades of the 20th century. The four were said to be fundamental because of its impact can change the whole order of life. These four processes are:

- 1) Globalization
- 2) Industrialization
- 3) Asianization
- 4) a sophisticated information system

Summary of the consequences and effects of the fourth four amendments that process can be seen in Table 2 below:

Table 2 Main result of globalization, industrialization, Asianization, and Advanced Information Systems

No	Process	Top result
1	Globalization	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Democratization</li> <li>• Competition in the context of cooperation</li> </ul>
2	Industrialization	<ul style="list-style-type: none"> <li>• Rationality</li> <li>• Intellectual Intelligence</li> <li>• Secularism</li> </ul>
3	Asianization	<ul style="list-style-type: none"> <li>• Confident Asia</li> <li>• The influence of Asian culture to the West and other parts of the world</li> </ul>
4	Advanced Information Systems	<ul style="list-style-type: none"> <li>• Change information quickly</li> <li>• Development of KI and KE</li> <li>• Simplification, efficiency, and Effectiveness in communication</li> <li>• Language becomes a basic requirement</li> <li>• Changes in the nature of educational institutions, especially higher education</li> </ul>

Source: DP. Tampubolon, Higher Education Quality (2009: 11)

Globalization can be defined as an interconnected global processes between individuals, peoples and nations, as well as various community organizations, especially companies. This process is assisted by various means of communication and transportation that are technologically advanced, accompanied by political power and economic and social values and cultural interplay.

Fundamental changes as a result of globalization is the openness which implies democracy and freedom. Competition in the economic field will be the hardest, but always in the context of cooperation. Likewise, industrialization requires rationality, effectiveness and efficiency in all aspects of life, including the use of time. Everything must be considered rationally, although it is recognized that rationality may conflict with traditional values emotional, including religious values. Rapidly growing dominion of reason through education. The dominance of these ratios lead to a weakening of religious life, as can be seen from the growth of secularism in

the West that separates religion from the state of life.

This may lead to decadence in Western culture, among others, characterized by individual and society increasingly away from religion. Naisbitt predicted that Asianization will happen, and indeed have been seen in the last decade of the 20th century. This process is essentially part of globalization, where the influence of Asia, especially East Asia, South and Southeast, the stronger and worldwide. Asia will become the center of economic development, mainly because of the wealth of natural resources and the number of its human resources and culture of diverse and high value. Fundamental changes brought by Asianization is confident that Asia is getting stronger. Asian nations are not much more dependent on Western nations like the past. Among the Asian nations, China would play a bigger role. Keseratderasan information will have a big impact on the way of thinking, taste, and communicate with language. Intellectual intelligence and emotional intelligence are equally evolved. Speed, simplification, efficiency, and effectiveness are the main features of communicative language. Mastery of the language, especially English, Mandarin, French and Japanese are very necessary.

### III. DISCUSSION AND ANALYSIS

#### 1. New Paradigm HR Strategy for Quality Improvement of Education Indonesia 21st Century

The 21st century is the era of globalization are characterized by openness and mutual dependence between countries. As a result of mutual openness and dependence coupled with a very fast flow of information between countries, the competition will become more intense in the economic field. For Indonesia, this globalization not only has a domestic dimension but also a global dimension. In terms of the domestic dimension of globalization gives positive opportunities mainly to adopt and implement innovations that come from the outside to improve employment opportunities for the community. In addition, in terms of domestic profits, the effects of globalization can educate people to have a cosmopolitan mindset and follow the pattern of competitive, hard-working, willing to learn to improve their skills and job performance. Global terms, we live in an open world, a world without borders. Free trade and the ever increasing regional cooperation requires human beings are of high quality. Global life is a challenge and open up new opportunities for economic development and for the high quality of Indonesian human resources to gain employment abroad. This is where the challenges and opportunities for improving the quality of education in Indonesia to meet the needs of qualified human resources for domestic and global.

To meet the challenges and opportunities of global life above, required a new paradigm of education. H.A.R. Tilar put forward specifics new paradigm of education as follows: (1) education aimed at forming a new democratic Indonesian society; (2) a democratic society requires education to foster individual and democratic society; (3) education is directed to develop a behavior that answers internal and global challenges; (4) education should be able to direct the birth of a nation united and democratic Indonesia; (5) In the face of global life competitive and innovative, education should be able to develop the ability to compete within the framework of cooperation; (6) education should be able to develop diversity leads to the creation of a community united Indonesia over the wealth of diversity of society, and (7) the most important, education should be able clicking Indonesian society so that every member of Indonesia felt proud to be a citizen of Indonesia.

Social conflicts, acts of discrimination, the most exclusive and primordial behaviors arise because not all people feel, appreciate and are proud to play a role as Indonesia. And this is where the formal and informal leaders in all aspects of life should be an example. To achieve this goal required the actualization of a new national education principles: (1) community based education; (2) democratization of the educational process; (3) educational resource professionals; and (4) the resources of adequate support.

The new paradigm of education above implies that the responsibility for education is no longer dipikulkan to school, but returned to the community in the sense of the school and the public alike to take responsibility. In this new paradigm, people who have been passive to education, suddenly challenged became responsible for education. This responsibility is not only to contribute to the construction of school buildings and pay tuition, but more importantly the people are challenged to participate and determine the type of education that suits your needs, including improving the quality of education and think about the welfare of teachers in order to provide quality education to learners. It is not an easy task because of many constraints that affect, among others: (1) for the community this is a new problem that needs to be a process of socialization; (2) for the people living in the capital of the province, municipalities and counties, the problem is much simpler because the level of education and the economy is relatively good, so it is not difficult to select those who will be sitting in the position of this responsibility; (3) for the people living in the capital district and village problem becomes complicated due to the low education level of society with poor living conditions.

#### 2. Improving the Quality of Human Resources through the actualization of Broad Based System Based Education and High Education.

##### a. Education Oriented Broad Based Education System

Education based on broad based education system is the educational concept that refers to the life skill. The ultimate goal is to accommodate the educational needs of people who are not able to continue their education to



a higher level. Some of the fundamental reasons that need attention include: (1) not all graduates of elementary, junior and senior high schools have the intellectual potential to study at a higher education level; (2) junior high school, or vocational school that there is still general, and the graduates are prepared to continue their education to a higher level, consequently primary school graduates who do not have the intellectual potential to learn in junior high school dropout became public because no SMP skills; (3) the inability of the parents because of the problem of poverty is the dominant factor affecting graduates of elementary, junior high and high schools do not continue their education to a higher level. Facts reveal that nationally every year there are about 1.6 million primary school graduates, and the same number also occur in middle and high school. The majority, or about 60% come from poor or low-income families; (4) to enter the state higher education must pass SPMPTN, while passing only 25% according to the capacity available; (5) the cost of the private higher education is relatively larger, can only be reached by the middle and upper class society, while the majority of the poor whose numbers may not reach them; (6) a lot of parents who already have the perception that to be successful do not have to have a degree of higher education; and (7) even many university graduates are unemployed.

The facts above directly increase the number of young people who are unemployed. They do not have the skills to work independently, especially in the informal sectors. The final choice is seasonal work as unskilled laborers with low wages, in addition to there who work as family labor, especially in agriculture. As a result, the majority are unemployed and live in cities. Idle life made them frustrated and more involved with problems of delinquency juvenile, crime, fights, even involved in the drug problem. Usually when young people are involved in juvenile delinquency problems, fights and drug abuse, the blame is not grade school, the education system, teacher, environment, and others. Empirically some facts indicate that feelings of disappointment, frustration and unfavorable environmental influences, be a motivating factor for those involved in the problems above. Why are disappointed and frustrated? Because they impose themselves or at least forced parents to school in junior high or high school curriculum can only be followed by smart kids, while they were not able to follow it. As a result, they perform acts that are contrary to the values and norms. To work did not have the skills, so they run away from reality and commit destructive acts.

To solve this problem, it is necessary educational skills appropriate to employment opportunities that people need to consider the talents and interests, as well as the possibility that they can work independently or work on others. This approach is human nature, it means that there is some recognition that they have the potential to develop. Therefore, the idea of establishing the skills SMP is already a perceived need for elementary school children who are not able to continue their education at public junior high school. And for junior high school graduates need to be directed towards continuing vocational education, so that high school really is for children who have academic potential for college education.

The problem of employment opportunities for young labor force is not only due to limited job opportunities available, but mainly because generally they are not ready to use because it does not have the expected skill qualifications. This situation can occur, because most of them come from public schools and not vocational. Even graduates of the school kejuruanpun also not a guarantee to be ready to work. If the development is interpreted as a change in plans to improve the quality of life of the community, then it should be focused on the development of employment and human resources quality. Therefore we need an education program that we call "Education Program For Finding Livelihoods" or abbreviated as "PUMN."

In essence can PUMN same interpreted with occupational education, which is an educational program that refers to the work. That is, in the program this kind of education, educated citizens are directed to be ready to work immediately after completing their education. In other words, PUMN an educational program that produces well-educated citizens who are ready to work to earn for their living needs. PUMN should be more emphasis on the expertise and technical skills or technical know-how. Therefore, PUMN must be oriented to creating jobs and generating employment to increase income generating income as defined by Fuad Hasan. Furthermore, UNESCO, formulate job training as: "Technical and vocational education may broadly defined as education to provide skills to enable students to enter a productive vocation and earn Reviews their livelihood. More specifically, it is to prepare a students for life, to earn a livelihood and to take up responsibilities of citizenship. "

In other words, PUMN an educational program that produces well-educated citizens who are ready to work to earn for their living needs. Basically PUMN, is a non-formal education system that is both pre-service training. That is, PUMN held outside the formal education system in which the citizens of learning consists of job seekers. PUMN shape that can be found is a vocational training or vocational training and occupational training, as well as internships or apprenticeship. Residents educated generated PUMN expected to have a behavioral cognitive abilities and affective at least, at the level (taxon) can use the knowledge (application) and willing (responding) does the work that has been learned, and have the ability psychomotor, at least , reaching levels can work properly (mechanism) of all the work that has been learned.

Residents educated generated by PUMN, after the work is expected to obtain penghasilanuntuk fulfill their needs. The income here is not just the income that can meet their daily needs, but rather continuity of

reliable income and the relatively high number making it possible to always be able to improve their quality of life. Furthermore, Combs and Ahmed confirms that to achieve educational goals as desired, each holding PUMN must be adapted to real needs, both basic needs felt by every member of the local community, as well as the country's needs or the needs of development in a broad sense. PUMN its program must be practical, applicable and simple. But more important is the teaching material PUMN program it should be appropriate to the needs of society both felt needs, real needs and expected-needs, particularly in the increase in income and the opening of new employment opportunities.

PUMN as a system is basically a union of the various components (sub-systems) are linked, made up of citizens educated or raw-input, input the tool or instrument input, input environment or environment-input and citizens educated which is the output of the program. Educated citizens is the result of the education program and the purpose to be achieved. On this, Jiyono distinguish in two stages: immediate-outcome and ultimate-outcome. The direct result is a behavior change program PUMN educated citizens expect, being the end result is the relevance or the participation of educated citizens to help develop their communities to meet the manpower needs for the improvement of people's welfare.

UNESCO proposed educational success is measured by the results of the four pillars of learning experiences, namely (1) learning to know; (2) learning to do; 3) learning to live together and (4) learning to be. Ideally with the skills and knowledge acquired through PUMN educated citizens, it is expected that learners are able to create jobs for themselves and for others.

For this type and orientation programs offered by PUMN must be conducted through a needs analysis exercise that refers to the need of development, both sectoral and regional development at the local, regional and national development. And most of all need careful study of the types of businesses can be developed in any location, since the village, subdistrict, district and province, taking into account the available resources (human and natural) as well as the marketing prospects of these efforts. By realizing that Indonesia is an agrarian country rich in natural resources as well as the majority of the population, including young people living in the village, it is time for the government to give priority to the development of rural industries (small and medium scale) based on agricultural production. Thus PUMN type and orientation can be focused on educational skills that match the needs of rural industries such as skills process raw materials into finished materials, business skills of farmers, agricultural mechanization skills, skills conduct independent businesses in the informal sector and others. For the field work on the major industries in the cities, the type and orientation program PUMN must prioritize education skills required by major industries, such as the skill areas of technology of mechanical, electrical, automotive, construction, trading systems, and various other vocational.

Thus PUMN need broad based curriculum oriented, ie curricula that are fundamental, broad-minded and flexible, particularly to meet the needs of the business / industry that is heavily laden with changes from time to time. Subiyanto forward some broad based curriculum component was as follows: (a) The basic components. This component is expected to provide supplies to students basic ability is strong, broad and fundamental (academic and training); (B) The components of advanced capabilities. These components are arranged on the basis of broad academic base and basic training or basic components. This component is more directed to the specificity (specific) of the basic components. This component contains instructional emphasis on skill development and related theory. Comparison of theory and practice depends on the characteristics of vocational learned; (C) Components expertise. This component is more specific than the advanced components. Therefore this component is very unstable and changeable according to changes in the environment (eg technology); (D) Articulation (internal and external). The curriculum must have internal and external articulation. This means that the development of the curriculum should be dynamic and in accordance with the philosophy of and mission. With good articulation, then multy multy entry and exit system can be done properly. The process of selection of candidates for learners need to be based on interests and talents. Likewise, the placement should match the type of skills learned. And for those who will work independently need to be equipped with the tools necessary equipment. This need for cooperation with other institutions, such as universities, training centers of government / private, and courses; e) the Spirit of Entrepreneurship Education. In the curriculum it is time to enter the entrepreneurial aspect. This is necessary so that learners can and able to work independently.

#### b. Oriented to the High Education Based Education

In 2000, a lecturer of the University of North Sumatra who just finished completing doctoral education in the field of Engineering in England tells the ratio between the number of students learning tasks from Indonesia, Malaysia and Singapore in the universities in the UK. The comparison is of Indonesia 1, Malaysia and Singapore 7 people 14 people at the university. Indonesian Students are employees of various departments, while Malaysia and Singapore in addition to civil servants, as well as the best high school graduates recruited by the Government according to the science needed for development and should be returned kenegaranya after completing his studies. The same thing may happen in the United States, Australia, Canada, and other countries. It is recognized that many Indonesian students studying abroad at their own expense, but there is no guarantee that they will return to Indonesia after the completion of studies. Even otherwise mostly chose to work abroad.

What can be seen from the description above? The conclusion is: (1) in terms of the number of qualified personnel, Indonesia missed from both countries; (2) the orientation of education in both countries referring to the quality in the global sense, so that the two countries need not establish state universities and private with very expensive; (3) otherwise Indonesia is rich with universities and the private sector is still low but the quality of its graduates; (4) an economics degree from the National University of Singapore, University Kebangsaan Malaysia and University of The Philippines has many prestigious fill the job in the advanced industrial countries, while graduates from universities in Indonesia do not get the opportunity.

Therefore, being aware of our delay on the quality of education, it is time for the government show political will and make education a pillar of development in Indonesia. One of the concepts relevant education that need to be implemented, is a High-Based Education system. What was the concept of the High Based Education? High system actually Based Education in the world of higher education, or rather a university is not something new. Almost all universities in various countries, including Indonesia have determined the conditions standard to follow university courses. For Indonesia, the system was implemented through SPMPPTN. The main aim is to attract prospective students who have the potential to become the academic community that have intellectual emotional intelligence and spiritual intelligence to attending university. This means that prospective students are considered ripe begin studies at the university. Regarding the importance of intellectual and emotional maturity to participate in the study at the university, J. Drost, SJ says that even though all of the doctoral faculty staff and very good at giving lectures, a library complete, highly sophisticated laboratories, for the great majority of students are not able and not ready to study at the university, mostly university graduates we will not meet the demands of 21st century society. They do not have the potential to learn to study at university. A common complaint is that overseas graduates better appreciated and easier to get a job. Understandably, graduates Europa and Australia, and most American graduates have earned a master's level, while our new graduates earned a bachelor level. Until knowledge 80s universities in Indonesia wear pattern and a European system (cq, Nederland). But was later changed. The American system is grafted onto the European pattern. In the United States before university students should first into college which lasts for 3-4 years. In college there are no faculties and departments. College graduates earned a B.A. or B.Sc., but yet professional, is still common. To become a professional they have to achieve a master's degree, then a doctorate, university or graduate school. In Indonesia stratum 1 wearing American system mated with the European pattern is that since the university entrance should already have chosen faculty. However, only four-year college and graduate degree, a bachelor still not common, but has specialized, in accordance with the pattern of Nederland. So, there is bachelor of economics, psychology undergraduate, graduate of agriculture, and so on. However, it should use the American system-level title B.A. and yet professional. Whereas the European pattern and the system requires at least 6 years and a college degree M.A., M.Sc., Diploma, Dokterandus, Ir., Magister level. Bachelor us as economic S1, S1 techniques, language S1, S1 education. So that our university graduates are on par with their overseas must take the first master's degree.

If the system is high based education actualized to improve the quality of higher education and the quality of its graduates, especially entering the third millennium marked as the information age, the competition is very tight, and the development of science and technology so rapidly, then in our opinion, we need a change in policy the fundamental mainly to accommodate the educational needs of the community are eligible to continue their education to higher education. The fundamental policy changes that need attention are as follows:

- 1) Keep a national policy on standard terms relating to the qualifications of candidates and female students to study at university. Reference is the intellectual potential and pass the college entrance exams (SPMPPTN). If the pass SPMPPTN only 25% of the number of participants, then that is acceptable, and distributed to PTN-state universities in Indonesia. Admit students who do not pass simply because the places are still available in the State, especially outside Java, will lower the quality of education and quality of graduates. And such a policy would lead to a gap between the quality of education in Java and outside Java.
- 2) The education system in high school should really prepare students to continue their education at the university. Ready in the context of intellectual intelligence and emotional intelligence. This means that the student admission selection should really capture the junior high graduates who have superior academic achievement, especially in the subject matter of mathematics, physics, chemistry, biology, and English. Because it was time Kemendiknas encourage the growth of junior high school and excelled. Nationally, their number reached 30%. For schools this advantage should be given a good education services, including the quality of its teachers and its welfare system and scholarships.
- 3) Without prejudice to the effectiveness of student selection through jalur SNCA, then to accelerate the fulfillment of the needs of qualified human resources, the superior high school graduates can be automatically accepted as a student at the university.
- 4) Another alternative is to adopt a system of admission were held in Singapore. High school students who want to study at university melanjutkan should go to college for 2 years. While in college with the criteria of evaluation is standard, they are selected. Qualified directly into college, and who are not eligible directed to

continue education in politektik. Need a national policy to send high school graduates who have excellent academic performance grade for university study abroad in various disciplines needed for development in Indonesia. Ideally, this program can last for 10 years with an average delivery of 1,000 or more per year. The reason is that a better print quality human resources as much as possible, from the building of government buildings that are large and luxurious.

- 5) To improve the quality of higher education in Indonesia required a new paradigm of cooperation between higher education, both with a high in the country and abroad, also with a variety of the best research, local government, including the business world is becoming a provider of employment.

#### IV. CONCLUSIONS

Based on the descriptions of the broad based education system and high based education mentioned above, as the cover we provide emphases as follows:

1. Both parents, especially the world of education need to be aware that every child has different potential. There are children who only have limited intellectual potential in addition there who have high intellectual potential.
2. For children whose potential is only average needs to be included in the vocational education that will give him the possibility to have the skills to earn a living. The education we call education to earn a living (PUMN). The government needs to set up more vocational schools and institutions of vocational education in the form of non-formal education.
3. These vocational schools should be stimulated more progressive by entering an intensive apprenticeship system in the business world both in the country and abroad.
4. Keep the process of socialization to the people so arises the realization that to be a successful person is not to be graduates of higher education.
5. For children who have high intellectual abilities need to be stimulated and facilitated to continue their education at universities both domestically and abroad. For this for children who come from low-income families are given scholarships.

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