

Education Policy for Equalization: An Analysis of Higher Education Opportunities in Indonesia

Andi Arif Rifa'i

Fakultas Tarbiyah

IAIN Syaikh Abdurrahman Siddik Bangka Belitung

andiarifrifai@gmail.com

Abstract

Education is the right of every citizen and does not look at differences in status such as; ethnicity, race, religion or social class. This right was explicitly stated in the mandate of Article 31 of the Republic of Indonesia Constitution. The mandate was realized with a budget allocation of 20% of the National Budget for the benefit of Education. Equal distribution of Education opportunities, by providing opportunities to underprivileged children through a scholarship program, the fact is not yet fully able to answer the issue of the quality of the nation's human resources. Program acceleration and innovation are needed to ensure that higher education opportunities are open, which in turn has an impact on improving the quality of human resources and the nation's competitiveness.

Keywords: Equitable Education, Educational Opportunities, National Competitiveness

A. Introduction

In this global era, the educational trend is experiencing a shift in orientation that places complete human development can only be done through education and training with various types, levels, nature and shape. Indonesian people are perfectly idealized to be the culmination of the achievement of national education which continues to be the desire of the Indonesian people. Personal figures that are idolized have not yet been produced, so educational institutions are used as alternative expectations, as the main instrument of the humanitarian and humanitarian process, which is to respect and give freedom of opinion

and expression. Such appreciation is the seed that begins to grow, and as a process of freedom that is constantly being fought for.¹

Based on the preamble to the Constitution, in the body of the constitution including Article 20, Article 21, Article 28 C paragraph (1), Article 31, and Article 32, it also mandates that the government strives and organizes a national education system and promotes national culture for increase faith and piety to God Almighty and noble character in order to educate the life of the nation which is regulated by law (Renstra Kemdikbud 2010-2013:1).

Education is a basic right of every Indonesian citizen and for that every Indonesian citizen has the right to obtain quality education in accordance with their interests and talents regardless of social status, economic status, ethnicity, religion, and gender. Equitable access and improvement in the quality of education will make Indonesian citizens have life skills that can encourage the upholding of human development as well as civil society and modern society imbued with Pancasila values, as mandated in Law No. 20 of 2003 concerning the National Education System (Resnstra Kemdikbud 2010-2014:1).

Obviously, since the 2009 fiscal year the mandate of the 1945 Constitution and the National Education System Law (in accordance with the decision of the Constitutional Court No. 13 of 2008) has been fulfilled by the government by providing an education budget of 20% of the APBN. The total budget for 2009 reached IDR207 trillion or 20% of the APBN of IDR1,037 trillion, with economic growth in 2009 of 4% and an inflation rate of 3.5%. In 2010, 20% of the education budget from the State Budget of Rp.225.2 trillion, which included 128.7 trillion was channeled through transfer spending to the regions and as much as Rp96.5 trillion was channeled through ministry or agency spending. In 2014 it is estimated that the State Budget will reach Rp1,678 trillion, assuming economic growth reaches 8% and an inflation rate of 4.8%, so that 20% of the education budget from the 2014 State Budget is estimated to reach Rp349.2 trillion (Restra Kemdikbud 2010-2014:108-109).

When a sufficiently large budget has been budgeted by the government (around 20%), the problem that arises is why higher education participation rates are still low. But the fact is, every year, around 95,000 high-achieving graduates from high school or

¹ Djuwarijah. Peningkatan Kualitas Sumber Daya Manusia Melalui Pendidikan Islam. El Tarbawi Jurnal Pendidikan Islam. NO. 1. VOL. I. 2008. 13

equivalent cannot continue to higher education because of economic problems. Various scholarship programs and educational assistance have been rolled out by the government and the private sector without touching them. This proves that the existing scholarship program and educational assistance schemes have not been adequate and comprehensive. Therefore, more effective breakthroughs are needed to reduce the number of high school alumni or equivalent who do not continue to tertiary education. 95,000 high school graduates did not continue because of economic problems, "said the Director General of Higher Education, Djoko Santoso in a press conference on Bidikmisi National Gathering in 2014, at the Ministry of Education and Culture, Tuesday (25/2).²

If you look at the facts above, Bapenas (National Planning Agency) found that in 2009 the APK for higher education reached 18.29 percent (Bappenas). Furthermore, M. Nuh (Minister of Education) said in 2013 "APK for higher education institutions is still 27%, there are still 70% more, that is the market. So, no need to worry about running out of stock".³ So we should not be suspicious and consider it reasonable with data released by UNDP in 2012 which shows that the Human Development Index (HDI) index ranks 121 out of 186 countries. The data can be seen in the following table:

Table 1. Human Development Index (HDI)

No	HDI Rank	Nation Codes	Name of Nation
77	136	IND	India
78	121	IDN	Indonesia
79	76	IRN	Iran
80	131	IRQ	Iraq
81	7	IRL	Ireland

Sumber: [https://data.undp.org/dataset/HDI-Indicators-by-Country-2012/nz26-sffk?](https://data.undp.org/dataset/HDI-Indicators-by-Country-2012/nz26-sffk?diakses%20tanggal%208/6/2014)
diakses tanggal 8/6/2014

The government should make breakthroughs to increase the Higher Education Rough Participation Rate (APK-PT) in order to improve the competitiveness of Human Resources (HR) going forward. Because HR is a very valuable asset, large investments in education, especially higher education, are the main factors determining the success of a country. The right Management of Human Resources (HRM) will produce superior human resources and able to compete with other countries. We need to learn from the closest

² [http://www.suaramerdeka.com/v1/index.php/read/cetak/2014/02/26/253812/95-Ribu-Lulusan-SMA-Tak-Melanjutkan Diakses Tanggal 8/6/2014](http://www.suaramerdeka.com/v1/index.php/read/cetak/2014/02/26/253812/95-Ribu-Lulusan-SMA-Tak-Melanjutkan-Diakses-Tanggal-8/6/2014)

³ [http://www.suaramerdeka.com/v1/index.php/read/cetak/2013/01/04/210710/Angka-Partisipasi-PT-27 diakses tanggal 8/6/2014](http://www.suaramerdeka.com/v1/index.php/read/cetak/2013/01/04/210710/Angka-Partisipasi-PT-27-diakses-tanggal-8/6/2014)

countries that have already advanced in the HR field, for example Japan and Singapore, they are quite respected by Asian nations in general due to the superiority of HR. Although in terms of natural resources they are not as rich as natural resources owned by our nation, but the progress of the two countries is so rapid and calculated by the countries in the world.⁴

The problems faced by the Indonesian people starting from the low number of community participation in education, especially higher education, that need special attention from the government. The acceleration programs in the field of higher education and the achievement of minimum APK-PT (high gross enrollment rates) as in developed countries are around 40%, even 60% in the US and 90% in South Korea. So that the government's first homework is to accelerate the APK-PT community level, followed by improving the quality of existing tertiary education, in order to support highly competitive Human Resources.

B. Higher Education Participation Rates (APK-PT) in Indonesia

HDI data (index of human resource development) released by UNDP is quite alarming, in terms of the quality of Indonesian human resources lagging far behind other countries. This condition is not without reason, one of the important points that should be taken seriously by the government is the APK-PT level in Indonesia. According to the Minister of Education and Culture (Mohammad Nuh), every year there are 95 thousand high school graduates who cannot go to college because of economic problems. The data proves that the level of community capacity or purchasing power of people related to higher education is still very low. These conditions, in the long run will certainly be a serious problem, if not get a more serious handler from the government.

The low APK-PT can be clearly stated in table 2 about PT achievements contained in the Ministry of Education and Culture's Strategic Plan for 2010 - 2014 (p.23);

Table 2. Indonesian Higher Education Achievement

No.	Performance Indicators	2007	2008	2009	2010	2011
1	APK of Higher Education (%)	17,25	17,75	18,36	25,43	27,01
2	S2 / S3 Qualified Lecturers (%)	50,60	52,00	56,30	72,30	80,90
3	Certified Educator Lecturer (%)	-	7,40	7,50	15,00	21,90

⁴ Human Development Report 2010, *The Real Wealth of Nations: Pathways to Human Development*, UNDP

4	TOP 500 World Colleges	5	3	4	3	4
5	Increase in International Publications (%)	40,00	50,00	56,00	60,00	65,00
6	Gender Equality Ratio (%)	95,8	111,8	108,1	107	108,9
7	Number of Patents obtained	15	43	65	76	85

Note: Higher Education APKs are calculated on the basis of the population age 19-23 years

Table 2 above illustrates that APK-PT from 2007 - 2009 did not show a significant increase. In 2007, for example APK-PT was 17.25, while in 2008 it was 17.75 so that the increase was only 0.50%, less than 1%. The low APK-PT certainly has something to do with the purchasing power of our community higher education institutions which is still low and the absence of government programs that do not touch the lower class economic community. A significant increase in APK-PT in 2010, from 18.36% in 2009 to 25.43%, means that an APK-PT increased by 7.07%. However, this positive trend did not continue into 2011, where the APK-PT increase was only 1.67%.

The development of the proportion of master (S2) or doctoral (S3) qualified lecturers based on the data in table 2 above, generally shows an increase, from 50.60% in 2007 to 80.90% in 2011. Lecturer certification was only implemented in in 2008 and in 2009 the proportion of certified ones reached 7.50%. The number of tertiary institutions that has reached the 500th place in the world rankings has been fluctuating from 2007 to 2011 (Renstra 2010-2014:22).

The slightly different data revealed by Djoko Santoso is related to APK-PT, where Indonesia's gross enrollment rate (GER) to tertiary education in 2009 was only 18.7 percent. That means the work of higher education in Indonesia is still very large, especially the effort to create a campus with an academic nuance. Data at the time showed that the number of Indonesian students was 4.6 million, while the ideal age for college students was 25 million, meaning that the government's homework for that year was 20.4 million. When compared to the APK of developed countries which reached 40 percent, Indonesia must work hard to achieve that number. The United States for example, has an APK of 60 percent and South Korea's highest which reaches 90 percent.⁵

The APK-PT condition above is certainly also due to the low APS (School Participation Rate) at the lower levels. That is caused by the education gap that occurs between rural and urban populations. The average APS of the rural population aged 13-15

⁵ <http://www.menkokesra.go.id/content/apk-indonesia-hanya-187-persen-diakses-tanggal-8/6/2014>

years in 2003 was 75.6 percent, lower than the APS of the urban population for the same age group and period which had reached 89.3 percent. The gap is more evident for the 16-18 age group, where the APS for the urban population has reached 66.7 percent while the APS for the rural population is only 38.9 percent. The 2003 Susenas data provides further explanation of the main reason for children dropping out of school because of economic factors, because they do not have school fees (67.0 percent) or because they have to work (8.7 percent). This information strengthens the APS data, because urban society and rich people have higher incomes than rural communities and the poor.

The low APK-PT if viewed based on regions or provinces in Indonesia based on the results of the Susenas (National Census) in 2008, the difference can be seen in table 3 below:

Table 3. Higher Education Participation Rates in Indonesia

No.	Provinces	Man	Woman	No.	Provinces	Man	Woman
1	N. Aceh Darussalam	20,28	25,37	18	NTB	18,51	16,05
2	Sumatera Utara	10,41	14,55	19	NTT	12,86	15,28
3	Sumatera Barat	18,05	26,52	20	Kalimantan Barat	10,12	9,85
4	Riau	11,13	14,80	21	Kalimantan Tengah	10,70	11,56
5	Jambi	10,56	15,83	22	Kalimantan Selatan	11,90	12,99
6	Sumatera Selatan	10,13	12,60	23	Kalimantan Timur	14,22	14,20
7	Bengkulu	16,35	18,73	24	Sulawesi Utara	13,09	15,14
8	Lampung	9,40	9,49	25	Sulawesi Tengah	16,01	18,12
9	Kep. Babel	8,41	9,21	26	Sulawesi Selatan	16,01	18,12
10	Kep. Riau	6,95	5,78	27	Sulawesi Tenggara	17,66	19,49
11	DKI Jakarta	22,69	18,79	28	Gorontalo	9,54	17,05
12	Jawa Barat	13,52	12,72	29	Sulawesi Barat	13,59	12,99
13	Jawa Tengah	12,63	10,98	30	Maluku	17,68	24,15
14	DI Yogyakarta	57,71	45,83	31	Maluku Utara	15,99	14,60
15	Jawa Timur	12,21	12,59	32	Papua Barat	9,31	8,36
16	Banten	14,38	11,79	33	Papua	11,28	10,18
17	Bali	16,99	15,54	Indonesia		14,25	15,58

Source: Susenas 2008

For the APK category of higher education, Yogyakarta ranks highest for both men and women at 57.71 (men) and 45.83 (women) while the lowest rank is in the Riau Islands province with an APK for men at 6, 95 and 5.78 for women. In the island of Sumatra,

APKs for tertiary institutions tend to be equal between men and women, and in some provinces even women are higher than men's APKs. Whereas APK-PT in the low category (under 10%) is found in the provinces of Riau Islands, Bangka Belitung Islands, Lampung, Gorontalo and West Papua. Such conditions are equal opportunities for universities to consider regionally based on provinces and even districts to encourage the achievement of the ideal APK nationally.

C. Investment in Higher Education

Data related to APK-PT in the previous discussion is quite alarming, with APK-PT levels that are still low it is difficult for us to talk about the quality and competitiveness of HR. Such conditions require the existence of political will from the government to create programs that support the increase in APKs and the quality of existing tertiary institutions. To be able to increase APK and quality of higher education, it takes courage from the government to carry out investment in the field of education.

In Harrod-Domar theory, investment is a very important determining factor in economic growth. They even say that "saving and investment are the central force behind economic growth". The concept of investment in Human Capital is certainly different from the concept of investment as expressed by Harrod-Domar.

According to Gary S. Becker (1993: 11), investment can be done not only in the physical, but also in the non-physical field. Physical investment includes factory buildings and employee housing, machinery and equipment, and supplies (raw materials, semi-finished goods, and finished goods). Non-physical investment includes education, training, migration, health care and employment. Non-physical investment is more or more known as investment in human resources (investment in human capital).

In line with Becker's concept above, then to be able to improve welfare in the economic field of society in a country it is necessary to invest in education (investment in education). The selection of investment in the education sector is caused by education having two main functions;

- 1) Education serves to foster humanity (human being), meaning education in the end to develop the entire human person, including preparing humans as members of their community, good citizens, and a sense of unity;

- 2) Education serves as the development of human resources, namely developing their abilities to enter a new era of life.⁶

In addition to the above educational functions, there are also several factors that cause the need to develop educational levels in an effort to build an economy, namely;

- 1) Higher education expands people's knowledge and enhances the rationality of their thinking. This allows the community to take more rational steps in acting or making decisions.
- 2) Education allows people to learn the technical knowledge needed to lead and run modern companies and other modern activities.
- 3) Better knowledge gained from education becomes a stimulus to create innovations in the fields of engineering, economics and in various other aspects of community life.⁷

In terms of investment in education, Hastarini Dwi Atmanti (2005: 32) says that efforts to improve the quality of human capital cannot be done in a short time. These investments are basically the same as other investment factors of production. Where is calculated the rate of return (benefits) of investment in human capital. This means that if someone will make an investment, then he must do a cost benefit analysis. The costs analyzed are in the form of costs incurred for schooling, while the opportunity cost of attending school is the income he receives if he does not attend school. While the benefits are income (return) that will be received in the future, after the school period is over. The expectation of this investment is that the benefits far outweigh the costs.⁸

In more detail Becker (1993) describes the relationship between education and one's IQ level as follows:

⁶ Djuwarijah. Peningkatan Kualitas Sumber Daya Manusia Melalui Pendidikan Islam. *El Tarbawi Jurnal Pendidikan Islam*. NO. 1. VOL. I. 2008. 15-16

⁷ Hastarini Dwi Atmanti . Investasi Sumber Daya Manusia Melalui Pendidikan. *Jurnal Dinamika Pembangunan*. Vol. 2 No. 1 / Juli 2005: 30 – 39. P.31

⁸ Hastarini Dwi Atmanti . Investasi Sumber Daya Manusia Melalui Pendidikan. *Jurnal Dinamika Pembangunan*. Vol. 2 No. 1 / Juli 2005: 30 – 39. P.32

Table 4.
Differences in Ability (IQ) based on Different Levels of Education
(studies in the 1950s in the US)

Education	IQ average	Average with IQ above 120 (%)	Average high school graduate rank	Percentage of father's work in the professional, semi-professional or managerial fields
High school	106,8	20,8	44	22
College Graduates	120,5	50,0	68	45
College Dropouts	106,2	16,3	48	44

Table 4 above shows that education is one way to improve the quality of human resources. Where the quality of HR is described in one's IQ abilities. Where based on the data above, the average difference in high school graduates with PT is 13.7. Where the percentage that reaches IQ above 120 for high school graduates is 20.8% while for PT graduates is 50%.

Besides education has a real contribution to the ability or quality of human resources, it also has a contribution to one's economic level. Based on the analysis of education investment, it can be concluded that education determines the quality of human resources and can improve the standard of living of the community. Therefore, investment in education has many functions, in addition to an economic technical function it also has a social-humanitarian function, a political function, a cultural function and an educational function. Educational investment in the social-humanitarian function refers to the contribution of education to human development, political function refers to the contribution of education to political development, the cultural function refers to the contribution of education to cultural transition and development, and the education function refers to the contribution of education to the development and maintenance of education in different social levels.⁹

Further education investment related to human resources, in its position as a member of the community can help the characteristics include: (1) Human nature, which is honest and has social capital: trustworthy, hard working, honest, and innovative. In other terms, an ethical human obediently follows his religious teachings; (2) Competent and

⁹ Hastarini Dwi Atmanti . *Investasi Sumber Daya Manusia Melalui Pendidikan. Jurnal Dinamika Pembangunan*. Vol. 2 No. 1 / Juli 2005: 30 – 39. P.38-37

intelligent; this intelligence must be developed according to what is owned by each individual; (3) Entrepreneur (entrepreneur), the attitude of the entrepreneur is not only in economics and business but also for all aspects of life, because the ability of entrepreneurs tends to be innovative and not bound to something fixed, so they do not know the term "unemployed"; (4) Competitive, human resources needed are those that have competitive quality in an open world life to always achieve more value and improve the quality and productivity of their work. Competitive attitude must have begun to be grown since in the family, and also every level of formal education.

Investment in education will determine the quality of human resources, with superior characteristics in various fields, good personality and able to compete with other nations in the world. therefore, the opportunity to receive education, especially higher education should be the focus of future investments made by various developing countries, including Indonesia. Without investment in higher education, developing countries will increasingly lag behind and find it difficult to survive in the era of the free market world.

D. Government Programs in Increasing APK-PT

Based on some of the studies above, it is natural that the Indonesian government through the National Education System Law (National Education System) Number 20 of 2003 mandates 20% of the state budget (APBN) for the education sector. But the question is whether such a large investment was invested correctly by the government to support the creation of equal opportunities and quality of education to create highly competitive human resources. So that higher education programs should be focused heavily on three things; (1) Improving the quality of education and national competitiveness. (2) Increasing the autonomy and decentralization of higher education and (3) Increasing the opportunities and health of higher education organizations.¹⁰

Data related to budget allocations in the education and health sectors show that the higher budget, allocated to these two sectors can reduce the percentage of poverty. This means that Indonesia's economic growth from year to year continues to increase and the

¹⁰ Hastarini Dwi Atmanti . Investasi Sumber Daya Manusia Melalui Pendidikan. *Jurnal Dinamika Pembangunan*. Vol. 2 No. 1 / lull 2005: 30 – 39. P.38

number of poor people is decreasing.¹¹ Thus education investment will have a real effect in the long run, meaning that the funds we invest this year can benefit the next few years. The poverty rate in the community will decline requires a large investment in the field of education, with programs that are well targeted.

Based on the data APK-PT problem becomes a serious problem. It is appropriate if the effort to increase APK-PT is the initial target of the government in building human resources. Where in 2004, APK of tertiary institutions was still at the level of 14 percent. "This means that there are 86 percent of children aged 19-23 years who have not had time to go to college," said Minister of Education and Culture, Mohammad Nuh, after being a keynote speaker at the Indonesian Chancellors' Forum, at Taman Budaya Surakarta, Surakarta, Central Java, Wednesday (29) / 01/2014). Until 2012, APKs for tertiary institutions doubled to 28 percent from APKs in 2004. The target is that by 2015, APKs will reach 35 percent. "In 2014 the target is 33 percent, and 2015 35 percent,". To achieve these targets, the Minister of Education and Culture revealed a number of strategies undertaken by the Ministry of Education and Culture. One of them is by expanding the capacity of universities. To increase capacity, there are two ways to go; first, is to increase capacity in existing tertiary institutions, and secondly by building new tertiary institutions. The 20 percent scholarship program for underprivileged children, the Minister of Education and Culture hopes that, with an increase every year, in 2045 APK universities will reach 60 percent.¹²

Furthermore, Minister of Education M. Nuh outlined three scenarios prepared to improve this APK for higher education namely; capacity expansion, if each PTN (State University) can increase capacity by only 10% per year, that would be very good. The way to do this is by building infrastructure, increasing the number of lecturers, and operational costs, and more importantly, there is a will (commitment). The development of the field of study is emphasized in science because the population is only 3%, 11% engineering, and 3.5% Agriculture. The second scenario is; the establishment of new PTNs, and the third is the Conversion of PTS to PTNs. The Minister invited all the chancellors to think together

¹¹ Hasdi Aimon. Produktivitas, Investasi Sumberdaya Manusia, Investasi Fisik, Kesempatan Kerja Terhadap Kemiskinan Dan Pertumbuhan Ekonomi Di Indonesia. *Jurnal Kajian Ekonomi. Volume 1, Nomor 1, Mei 2012. P-210*

¹² Target 2015, Angka Partisipasi Kasar Perguruan Tinggi 35 Persen diakses dari <http://www.kemdiknas.go.id/kemdikbud/berita/2083> tanggal 8/6/2014

and implement the achievement of this target. For scenario one, it has been matured by the Higher Education through a scholarship program for the best undergraduate graduates who want to continue their Masters in certain fields free of education and research funding in the second year. Postgraduate must be stronger and scientific work strengthened.¹³

The government programs in education above technically carried out by the Ministry of Education and Culture, in an effort to resolve issues related to APK-PT, are described in more detail as follows:

- 1) Increased capacity of state universities (PTN) currently available.
- 2) Establishment of PTN in the border area as a socio-cultural safety belt. The program has two benefits, besides increasing quality and quality.
- 3) Give the best PTN mandate to organize education outside of domicile.
- 4) increased cooperation with regional governments (pemda) and the private sector to establish community academies and polytechnics.
- 5) convert private universities (PTS) to PTN.
- 6) Increasing affordability through State University Operational Assistance (BOPTN) and freeing selection fees.
- 7) Increasing the quality of PTS (Private Higher Education). (campus.okezone.com accessed 6/6/2014).¹⁴

Some of the above government programs can be broadly grouped into three main educational programs, namely; equity, increasing opportunities and improving the quality of higher education. However, fundamentally efforts to achieve these three things can be easily achieved by increasing the education budget especially in relation to higher education scholarships for the underprivileged. With a college scholarship program and supported by programs at a lower level, it will be able to increase the APK-PT and the quality of the National HR.

E. Scholarship Programs in Increasing Higher Education Opportunities

In line with the explanation above, it can be said that HR is a huge and invaluable asset for an organization because qualified human resources will be able to encourage

¹³ Mendikbud; Tiga Skenario Tingkatkan APK Pendidikan Tinggi. 30/05/2012. Diakses dari <http://www.unhas.ac.id/crisu/?p=150> tanggal 8/6/2014

¹⁴ Tingkatkan APK Perguruan Tinggi, Ini Skenario Mendikbud 22 Maret 2014. Diakses dari <http://kampus.okezone.com/read/2014/03/22/373/958999/tingkatkan-apk-perguruan-tinggi-ini-skenario-mendikbud> tanggal 8/6/2014

creativity and new innovations that are sustainable in the organization, so that the organization will continue to develop (continuous improvement) to innovate in terms of achieving sustainable success. As a major investment, quality human resources in an organization will also be able to help to design and produce goods or services (product) properly, oversee the quality of goods or services or output that will be produced, market the goods or services, manage financial resources an organization, and will also be able to help formulate the strategies and objectives of an organization.¹⁵

In developing the human resources of a nation, it is necessary to do acceleration programs to develop its quality. According to Djoko Santoso, one of the government programs is the Bidikmisi Scholarship program that has been running since 2010 with the aim of becoming one of the solutions to reduce the number of high school graduates who cannot continue to the next level of education. "Bidikmisi's fee support scheme not only frees students from tuition fees, but also living costs and academic assistance to graduate on time and excel," he said. Until 2013, the Bidikmisi program had been felt by 149,768 students spread across 98 PTNs and 590 PTS. Of that number, 1,732 students of the class of 2010, especially those attending D3 education, had graduated. This year, the government provided a quota of 60,000 Bidikmisi.¹⁶

Regarding scholarships, the Minister of Education and Culture said, starting in 2011, in the APBN Kemdikbud it was allocated around Rp 2 trillion, then Rp 5 trillion, and so on. So that now it has been collected around Rp. 16.6 trillion. "From there it is included in the endowment fund and the results each year after being calculated are estimated at Rp 1 trillion. The funds are distributed for scholarships, research, and rehabilitation of schools damaged due to natural disasters, ". The scholarship is divided into three groups and has been agreed with the Minister of Finance. The first group is the affirmation scholarship given a special scheme for the best Bidikmisi graduate students to continue their education at home or abroad. The Minister of Education and Culture illustrates, if the first batch of 2010 this year has begun graduating, continuing to S2 takes two to three years, and continuing to S3 requires two to three years. About the next five or six years around 2020,

¹⁵ *Human Development Report 2010, The Real Wealth of Nations: Pathways to Human Development, UNDP*

¹⁶ [http://www.suaramerdeka.com/v1/index.php/read/cetak/2014/02/26/253812/95-Ribu-Lulusan-SMA-Tak-Melanjutkan Diakses Tanggal 8/6/2014](http://www.suaramerdeka.com/v1/index.php/read/cetak/2014/02/26/253812/95-Ribu-Lulusan-SMA-Tak-Melanjutkan-Diakses-Tanggal-8/6/2014)

students will graduate with exceptional doctoral degrees.¹⁷ The second group is the Indonesian Education Scholarship (BPI) which is intended for the public. And the third scholarship, is the Presidential Scholarship (Presidential Scholarship), and the main requirement to get a presidential scholarship is to be accepted at the 50 best universities in the world.¹⁸ Education Scholarship Allocation (2013) for Outstanding Students studying at private tertiary institutions increased from 2,000 people to 3,000 Scholarships for PTS Students. As for students in public universities allocated to around 90,000 students.¹⁹

Scholarships available at tertiary institutions are not only sourced from government scholarships but also from SOEs, the private sector, foundations and from PT itself. Scholarships from the government are like *Bidik Misi*.²⁰ According to him Djoko Santoso (Director General, Bidikmisi Scholarship program that has been running since 2010 could be one solution to reduce the number of high school graduates who cannot continue to the next level of education. "The Bidikmisi cost support scheme not only frees students from tuition fees, but also assistance living expenses and academic assistance so that they graduate on time and excel in. Until 2013, the Bidikmisi program has been felt by 149,768 students spread across 98 PTNs and 590 PTS, of which 1,732 students from 2010, especially those who attended D3 education, have graduated. This year, the government provided a quota of 60,000 *Bidikmisi*.²¹

There are many choices of tertiary scholarships, but there are still more competitors. In general, scholarships are given to students who really need them so that they are expected to always be on target. There are two types of scholarships that are managed and distributed by UGM to students, namely scholarships for students with high academic achievement and scholarships for underprivileged and outstanding students. The types of scholarships are:

¹⁷ <http://www.kopertis12.or.id/2014/02/28/kemdikbud-siapkan-tiga-jalur-beasiswa-dari-dana-abadi-pendidikan.html#sthash.ZCFWocau.dpuf>

¹⁸ <http://www.kopertis12.or.id/2014/02/28/kemdikbud-siapkan-tiga-jalur-beasiswa-dari-dana-abadi-pendidikan.html#sthash.ZCFWocau.dpuf> diakses tanggal 8/6/2014

¹⁹ Info Beasiswa - Kumpulan Beasiswa S1, S2, 2013.
<http://www.indonesiaberprestasi.web.id/category/info-beasiswa/> diakses tanggal 7/6/2014

²⁰ Info Beasiswa - Kumpulan Beasiswa S1, S2, 2013.
<http://www.indonesiaberprestasi.web.id/category/info-beasiswa/> diakses tanggal 7/6/2014

²¹ Suara Merdeka Cetak - 95 Ribu Lulusan SMA Tak Melanjutkan 26 Februari 2014. Diakses dari <http://www.suaramerdeka.com/v1/index.php/read/cetak/2014/02/26/253812/95-Ribu-Lulusan-SMA-Tak-Melanjutkan>. pada tanggal 8/6/2014

- 1) PPA Scholarship - Scholarships are given to students who have good academic performance (minimum IP 2.75), but their parents / guardians cannot afford to pay for their education.
- 2) BBM Scholarships - Scholarships are given to students who have sufficient academic achievement (minimum 1.75 IP) to help ease the cost of education, such as students who have a considerable financial burden, students who have a final project / thesis.
- 3) PPE Scholarships - Scholarships are given to students who have quite good extracurricular performance (on and off campus), but it is preferred for those who are less able to pay for their education.²²

Rahmat MT. said that 'Scholarships' were various, from the Directorate General of Higher Education (Dikti) such as PPA / BBM, Bidik Misi, BUMN Care, Tanoto, BI, fans, Djarum Scholarships, BCA Finance. PPA & BBM, Academic Achievement Improvement Scholarships (PPA) and Student Learning Assistance (BBM) are scholarships originating from the government through the Directorate General of Higher Education Ministry of National Education (Dirjen Dikti Kemdiknas). The Directorate General of Higher Education creates a PPA scholarship program for students who have high achievements, both in the academic and / or non-academic fields. While Student Learning Assistance (BBM) is not much different from PPA. The difference is that this scholarship is intended to help students' economics regardless of their achievements.²³

Furthermore Prof. Budi Prasetyo Widyobroto (a member of the Dikti Scholarship Policy team) said that starting in 2013 there were several changes in the Dikti scholarship policy. The Dikti scholarship program is grouped into four namely:

- 1) Domestic Postgraduate Education Scholarship (BPP)
- 2) Postgraduate Education Scholarship (BPP) Overseas
- 3) Domestic Non-degree Scholarships
- 4) Foreign Non-degree Scholarships

²² Jenis-Jenis Beasiswa Perguruan Tinggi diakses dari <http://mancinginfo.blogspot.com/2012/11/enis-jenis-beasiswa-perguruan-tinggi.html> tanggal 7/6/2014

²³ Sudahkah Anda Tahu Beasiswa? | Tabloid Tekad February 14, 2012 diakses dari <http://tabloidtekad.wordpress.com/2012/02/14/sudahkah-anda-tahu-beasiswa/> tanggal 7/6/2014

The legal basis for the implementation of the Higher Education scholarship program is Law Number 20 of 2003 concerning the national education system where there are three priorities for developing tertiary institutions, namely: (1) improvement of national tertiary education service programs, (2) capacity building and quality of human resources, and (3) improvement University infrastructure capacity and quality. Whereas the Higher Education scholarship program focuses more on increasing the capacity and quality of human resources in accordance with Law No. 14 of 2005 concerning Teachers and Lecturers. The purpose of scholarships:

- 1) Giving the opportunity to lecturers and prospective lecturers and Higher Education staff to continue their education to a higher level.
- 2) Increasing the quality of Indonesian Higher Education Human Resources and gaining international recognition.
- 3) Increasing the role of lecturers and education personnel in the context of improving the quality of Higher Education in Indonesia.²⁴

However, what must be noted by the government is that scholarships are not just awards for outstanding students. The thing to remember is that scholarships are also financial assistance aimed at individuals with inadequate economic capacity for the sustainability of their education.²⁵ In line with the initial purpose of increasing APK-PT and the quality of HR, it is appropriate that the PT scholarship program needs to consider three important aspects as stated above, namely; equity, increased opportunity and quality.

F. Conclusion

Education is an important aspect that determines the quality of human resources of a nation. The quality of human resources will ultimately lead to quality of life (economic, social and cultural) in the community. To be able to improve the quality of human resources, the government first needs to do is provide broad opportunities for underprivileged citizens as well as residents in the interior to be able to access quality universities.

²⁴ Prof Dr Budi Prasetyo, DEA. Kuliah Umum : Kebijakan Pemerintah tentang Beasiswa Pascasarjana. Diakses dari <http://mmpt.pasca.ugm.ac.id/home.php?k=6&j=12>. Tanggal 8/6/2014

²⁵ Sudahkah Anda Tahu Beasiswa? | Tabloid Tekad February 14, 2012 diakses dari <http://tabloidtekad.wordpress.com/2012/02/14/sudahkah-anda-tahu-beasiswa/> tanggal 7/6/2014

The existing government programs, especially scholarships, should have increased investment value. Without it, it is impossible for the Indonesian people to be able to compete with other nations in the free market era later. Without it also acceleration in an effort to increase APK-PT is impossible to achieve.

Bringing universities to remote community bases is a good program, but that may not be able to provide the quality of PT services. Because limited access to information is a major limiting factor. A full scholarship program for underprivileged and isolated communities is one solution, by bringing them to the best universities, both domestically and abroad. So that hopes to achieve APK-PT automatically followed by an increase in the quality of HR.

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