

The Policy of Commercialization Abolition in Indonesia Equality Education Effort: The Explanation of the Coleman’s Report

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Abstract—This research is about the chaos of Indonesian education that getting worst due to commercialization in the system. How education could be the zone of economic investment also as the way to defend the power. How Indonesian education would be in the future? How to solve these problems so that equality in education could be enjoyed by all Indonesian people? Government policy was one of the keys for Indonesian education to be the pioneer of country development. This research used library research analysis in the implementation of education commercialization data. The result of this research was that the policy of school zonation system greatly helped the equality of Indonesian education and reduced the disadvantages of commercialization practice.

Keywords: *commercialism, equality of education, zonation*

I. INTRODUCTION

Economic progress is always as an indicator for country’s wealth. Until now, indisputable that Indonesia is still categorized as a developing country that moves forward to advance the nation. Indonesia starts by building cooperation with neighboring countries that have same interest in economic development. Meanwhile, education is also a vital sector in a nation development. Indonesia has lot of cooperation with neighboring countries, such as Malaysia, US, Canada, and Australia [1].

Analyzed from the level of education quality in Indonesian and other countries, it can be seen from the macro and micro indicator. Macro indicator, based on UNDP report’s data as initiator and organizer institute of Human Development Index (HDI) survey, it shows that Indonesia only able to rank 102nd out of 162 countries. Compared to neighboring countries such as Malaysia, Philippines, and Australia, Indonesian position is so far left behind (2001). On 2005, HDI of Indonesia rank 110th out of 177 countries in the world. Even the ranking has dropped from previous years.

On the micro level based on the World Bank Report and the IEA study (International Association for the Evaluation of Educational Achievement), in East Asia, the reading skills of grade IV elementary school students in Indonesia are in lowest ranking. Average reading test scores for elementary students: 75.5 (Hong Kong), 74.0 (Singapore), 65.1 (Thailand), 52.6 (Philippines), and 51.7 (Indonesia). Indonesian children are only able to master 30 percent of reading material and they get difficulty to answer questions in the form of descriptions that require logical thinking skill. It is caused they are very accustomed in memorizing and working on multiple choice questions

[2]. Some concepts of Indonesian education need renewal to the advancement of Human Resources that can compete in the international world. In that level, surely, Indonesia needs to hard work to pursue its own quality. Indicator of qualified education based on Education and Culture Ministry (Kemdikbud, 2013) there are five indicators that can describe condition of education in Indonesia.

TABLE. 1 QUALITY EDUCATION INDICATORS BASED ON THE MINISTRY OF EDUCATION AND CULTURE (KEMENDIKBUD, 2013)

Indicator of Qualified Education	
1.	Indicator of education service availability
2.	Indicator of education service accessibility
3.	Indicator of education service quality
4.	Indicator of obtaining education service equality
5.	Indicator of obtaining education service certainty

There needs to build cooperation from various parties, including government, educational institutions, students and parents. Education must be able to stand strongly and advance the country. In the other place, education requires having dreams to realize the same opportunities for education. In America, the theory of contributions in handles justice in education is about achieving equality in the acquisition of education for all [3]. On this stage, several problems must be faced, at this time education has become a commercial item that can be easily traded. Some countries still make education in one line with politics and power. At UK University some students have culture shock in facing various cultures, so many students prefer to leave the school with several problems. Education will be obtained easily for anyone who has a large capital or commonly called the upper class. Whereas those at the middle class and lower-class levels are only able to accept the quality of education in the limits of their ability. The face of Indonesian education is stated on Article 31 of the Constitutions Law 1945, which states that "every citizen has the right to get education". This is assumed that the function of education is to improve the quality of human resources which is one of the important elements of development. Then, if it is not achieved by the law of equality and equal opportunity in obtaining education, what the future of education in Indonesia will be?

A. Capitalism and Liberalism in the Practice of Education

The implementation of the law which became the root of the country found various obstacles in this effort. Some researchers even dare to give a hypothesis that the state servant begin to ignore their responsibility. This

hypothesis is strengthened in Edi Subkhan's research in 2012, "the Narrative of Global Higher Education Capitalism", describing that the ethics managerial in the state university has no difference to the private university, especially in terms of funding. The state, then, has a reason not to fund the cost of education fully for its citizens and hand it over to the market mechanism. In this context, the principles of capitalism and liberalism run in the practice of high education [4]

Added an analysis of the commercialization and commodification of the private sector in higher education. The core problem is how the model used is the market model in the use of technology, teaching and learning in Indonesia. This is due to the unity between the private sector and the education community. So the purpose of education is decontextual, simple, and mechanistic. There is also no human interaction, focus on competition, profit. Viewpoints prepare the future by emphasizing individualism, controlling lifestyle, efficiency and predictability [5].

The same situation also occurs in various madrasah, this institution give reaction in the form of exclusivity that marginalizes diversity, reluctance to accept democratization and the marginalization of the madrasah social base which generally comes from the lower middle class as a result of globalization and commercialization of education [6]. It has no different from what happens to RSBI or International Based School which get pros and cons related to education commensalization. Farhan (2017) that the International Based School causes different treatment to access quality education so that it is against the constitution aim. It is like the policy in Taiwan where education policy is dominated by political power with its dynasty. Concept of this policy is that education can develop investment in economic [7]. On the other hands, Hurs show that ways and work in networked governance across edtech companies a state across, and the extent and nature of commercialization [8].

Indonesia cannot continue to pretend not to know the impact of the commercialization of education that has occurred in other countries or even in Indonesia. This main problem will remain focuses on the people who do not have the power and how is the future of Indonesian education will be able to give a change? It is normal to see people below the poverty line not going to school or school in areas far from the city. Do we still see them as humans? Then when we look at them as humans, can we left them without knowledge? by giving permit to a system that doesn't touch them and their equality?

Education which is essentially as an effective medicine in the development of the country is now starting to decrease. The Education System is no longer a medicine but a toxic to its own country. Education is a commercial material for an educational institution, which is difficult for the lower class to enjoy. The users of good quality in education are those from the upper class who have capital. This problem combined with the allocation 20% of the APBN budget funds for education is only contained in the national education system law, but, is still far from expectations. Ironically, its implementation does not reach 20% which is corrupted by irresponsible individuals.

Inequality of school quality is very visible between several schools in villages area and cities area. Inequality in education quality includes not only differences in each student study cost but also in class size, teacher qualifications, and learning resources such as books, libraries, curriculum, and school conditions [9] In addition, there is a pattern showing that excel and upper class are able to tend to go to school in a favorite or good school, meanwhile poor students are more likely to attend crowded schools with less qualified teachers. UNICEF also noted the existence of schools where the net enrollment rate for primary schools in urban areas was 98.5% while at the village level it was 96.8%. Geographical differences become wider in junior high schools: 85.7% of middle and lower school children attend urban schools, while only 74.4% are present in rural areas, having a gap of more than 10% [9].

B. Analysis of Education Commercialization and Education Equality in The Coleman's Report

Commercialization

1. Commercialization of education that referred to educational institutions with expensive programs and equipment. In this case, education could be enjoyed by a group of powerful economic people only.

2. Commercialization of education which referred to educational institutions that only prioritized enrollment and registration cost but ignored educational obligations. The commercialization of education was usually carried out by institutions or schools that promised educational services but were not appropriate with the money they collect and more concerned to profit. It was even more dangerous one, the commercialization of this second type could also carried out educational practices for the purpose of pursuing academic degrees without going through the process and quality that had been determined so as to kill the idealism of Pancasila education. This commercialization also had an impact on the high cost of education.

TABLE.2 IMPACT OF EDUCATION COMMERCIALIZATION AND EDUCATION EQUITY

The Impact of Education Commercialization and Education Equity	
1.	The lower-class people who wanted education, were unable to realize their desires due to expensive education cost
2.	Enriched certain parties only
3.	The cost paid by the student or their parents were not comparable to the infrastructure received
4.	Cost paid were not comparable to the quality of graduates of a formal/informal educational institution
5.	Causing social inequality between group of rich people and poor people

The researcher in this article uses a method by emphasizing the power of data analysis in the library reseach on existing data sources. From Coleman's research on equality and educational opportunities that most research is conducted in the field of education, back to evidence about the impact of the environment background is more important than the school program on its achievement [10]. Education and social class background are important factors in determining differences among students. The next important thing is the school

composition, and the background of each student in the same school.

In a further study by Christopher Jenck, general conclusion is found: family characteristics are the key of student's environment. In fact, Jenck discovers indications that family background calculations are more than 1½ variations in educational achievement. However, the calculation used is how much parent's income, and parent's education. The socio-economic status of a family is a strength of a school appearance [10]. It is stated in Coleman's report that there are some differences in student admission by categorizing the type school that can be entered by certain people. Strengthened by the statement of research in the UK that the internationalization and marketing of higher education has made universities increasingly enhance recruitment agencies to increase international student numbers [11]. If it continues to occur, what about the future of education will be? And it closely related to how the future of the country with this kind of education condition.

The Indonesian government begin to use the zonation education system in 2017. This movement became a strong synergy to build equitable education in Indonesia. Permendikbud number 14 of 2018 issued by the Ministry of Education and Culture on New Student Admission (PPDB) ranging from kindergarten (TK) to the level of high school / vocational high school or other same level must use zonation programs that the schools must implement in accepting new students. Permendikbud Number 17 Year 2017 Article 11 paragraph 1 mentions that the selection of students in class 1 (first grade) on elementary school have to consider the criteria according to the study groups capacity, one of them is based on the distance from home to school. The zonation program is applied the school and organized by local government with requirements that at least 90% of the total number of students received are students who live in the of closest school zone radius. Determining of zones is adjusted to the condition of the area based on the amount of available capacity study group capacity of each school with the number of school children in the area [9]

Government efforts to implement the zonation system that focus on education inequality in urban and rural areas. From years ago, Indonesia has implemented an education system by categorizing schools according to the degree of predicate from low to good. It certainly makes a threat to schools in rural area. The zonation program hopefully can replace the cluster system and it has aim to equalize the quality of education both in cities and villages. This is important because school is a place for educating people without see the ability, so the opportunity to access education should not be regulated by the system. The zonation program provides opportunities for students with all levels of ability to study well in a good school. This is supported by a statement from Voigt about the equality approach in education that other considerations of luxury universities are environments where they are significantly different such as available green space, public services, safety [11].

Talcot Parson's functional structural theory in Sudarsana, states that society is an integrated, structured,

and functional system [13]. This means that in a social system there are elements or subsystems that build a social system. As a system, it has the nature of dependence between each other as a single unit. In the implementation of the education system we must pay attention to parts of the community. However, it cannot be denied that the commercial education system greatly influences the structure of society and the equality of the educational facility. As the theory of functionalism structural that a mutually supports system will create a stability and harmony. On the other hand, if there is pressure, disfunction, and irregularities, a system will be disrupted in its implementation and have an impact on others.

II. CONCLUSION

Commercialization of education is a chain that must be cut off with a variety and large efforts. Although there will still some problem left, at least many students will get their rights on education from this country. Brenda (2015) states in her journal that it was important to understand a phenomenon that happened, then make a study on how to do it with the appropriate policies [14]. The strategic plan in the effort to create equality is the zonation system and BOS (Student Operational Fund) with a renewal comprehensive system that covers all levels of society. The zonation system by leveling up the quality of education for all levels of society. BOS fund still has various problems and errors in their implementation, one of them is the equality distribution, so many of students who really need funding never get it. Efforts from equality efforts where the greater the cost of support will be complete infrastructure and educational needs. So, the education manager can try to provide education costs from the government budget allocation to achieve good quality education standards [15]. In addition, schools that have good quality in education should be able to work with the government to educate the people. Only education and good teachers can build character and creativity of students better. Surely, it will be needed in facing the era of society that always constantly changing with globalization.

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