HUMAN DEVELOPMENT INDEX AND LITERACY: BALANCE OF EDUCATION QUALITY WITH EQUILIBRIUM THEORY

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Abstract

In the current era of globalization, competition between countries is getting stronger and is determined by the quality of their human resources. One of the benchmarks is the Human Development and Literacy Index. The better the HDI number, the better the quality of the country's human resources, thus also literacy rate. However, the country of Indonesia, which is so vast and consists of thousands of islands, leaves a serious problem, namely the high inequality of HDI figures and the low numbers literacy of the people.

This paper offers a discussion and a solution for increasing the development of Human Resources and Literacy with equilibrium theory in microeconomics, to overcome inequality which is currently a serious problem. This is of course in accordance with the constitutional mandate of "Social Justice for All Indonesian People" as a reference paper based on authoritative literature with social, economic and educational analysis.

Key word : *Human Development Index, Literacy, Equilibrium Theory*

Introduction

Education is generally regarded as a powerful tool in reducing poverty, increase economic growth, empower people, increase income, promote a healthy environment and create a competitive economy. It plays a role important in shaping the paths of future generations of learners to cope with complexities economic growth. Educational institutions prepare citizens to be able to actively participate in all areas of life, including economic activities.

Human capital has proven itself to be one of the important determinants of sustainable economic growth and development (Abbas and Peck, 2007). The positive and significant contribution of human capital through educational development is well recognized. Most studies on education and productivity prove a positive correlation (Lockheed, Jamison and Lan, 1980: 37-76). The high dropout rate from school causes a decrease in human resources which in turn hampers economic development and growth (Seebens and Wobst, 2003). Education has a multidimensional impact on the economy. On the one hand, it affects economic growth positively and on the other, reduces poverty and creates a social and political environment that can attract investment. Education makes workers more productive, more disciplined, and promotes sound socioeconomic policies. The development of education plays an important role not only in economic development but also in the nation-building process as a whole.

As is known, the Indonesian Human Development Index continues to increase, even exceeding the 2017 Revised State Budget target. However, the increase is not very encouraging. Indonesia's HDI only increased by 0.63 from 70.18 in 2016 to 701.81 in 2017. With an HDI above 70, Indonesia is indeed categorized as a country with a high HDI. However, it should be noted that behind the various progress achieved, inequality is still a serious problem.

In DKI Jakarta the HDI is 80.06, even though there are still 32 districts whose HDI conditions are very concerning. In a number of districts in Eastern Indonesia, public access to education and health services and economic development are generally still low, on average The HDI for Eastern Indonesia is not more than 60.

The government is not unaware that so far the results of development have not been equally. In the era of Jokowi's administration, various efforts have been made, especially the provision of educational infrastructure and the construction of various other socio-economic facilities. But efforts development in Eastern Indonesia still needs hard work. Development in the area has been neglected so that to overcome the backwardness becomes more difficult.

Past experience teaches that development that is too centralized and emphasizes economic goals, in fact, not only creates distortions, but also alienates local residents. Local people often become alienated from the process of change and development around them. They even experience a process of marginalization, a kind of impoverishment process that occurs because they are considered more of a development burden than a potential that can be utilized through education. The pragmatic development process encourages economic growth and changes in appearance, instead of encouraging the progress of the local population, what actually happens is the process of infiltration, invasion and succession of ownership of production assets of local communities to immigrants and global economic forces.

Thomas Pikety in his book *Capital In Twenthy – First Century* (2013) has long warned the risk of growth that is not supported by a strong socio-educational foundation. according to Pikety is in a fast-paced development process, the rate of return on capital is generally will grow significantly higher than the rate of growth of income and output. as a result behind various advances, capital will reproduce itself faster than the increase in wage output. The owners of capital are getting richer than the local community so that social inequality in education getting wider.

In order to prevent the misdirection of development orientation from being counter-productive, in In the last two decades it has been attempted that the main focus of development in Indonesia is empowering the ability of the community, by improving education. It means position humans are no longer objects but are truly placed as the main focus and development subject.

Methodology

Research is essentially a series of steps carried out in a planned and systematic way to get a solution problems, or get answers to certain questions. The steps taken must be compatible, and mutually support each other other. In order for the research to have adequate weight, and provide unquestionable research results. (Sumadi Suryabrata, Jakarta. 2006:11-12). The approach that researchers use in this study, is to use descriptive qualitative approach to analysis. According to Lexi. J. Moleong refers to opinion of Bogdan and Taylor, defines qualitative methodology as: research procedure, which produces descriptive data in the form of words that written, or spoken from people who can be observed, (Lexi J. Moleong, 1989:3).

This research is a qualitative research which is a literature study (library research). Using books and other literature, as the main object, (Hadi, 1995: 3). The type of research used, is qualitative, namely research that produces information in the form of notes, and data descriptive text contained in the text under study, (Mantra, 2008:30). The type of data used in this writing, is referring to to two subject sources, including: Primary Source, is data obtained directly from the source, observed and recorded for the first time. While the research that done, then the primary sources needed are written works directly by the author who deals with Islamic education towards Azyumardi Azra's thoughts, in the form of books, texts, and other scientific works. Secondary sources, namely data that is not directly from the source, but data obtained by researchers to strengthen data from primary sources, which relevant to the research discussion. This data, includes the literature that supporting books, journals and other scientific works. Which written, or published by studies other than the subject under study, which helps the author relates to the thoughts studied, (Suharsimi, 2006:26)

Literacy In Indonesia

Perhaps we no longer need to talk about data that is worrying 'embarrassing' about our literacy level which is too low on a Global scale in various fields or dimensions. Worried because literacy is generally considered as a measure of human quality. On the other hand, human quality is understood as the key to the development or progress of a nation. It may be the secret behind the locking up of our economic growth, which is around 5 percent, becoming a kind of trap in developing countries.

Such pitfalls are not indicated by statistical figures in the field of economic development or mere material capacity. But more on the capacity and mental cultural capability human beings in facing and responding to the problems and challenges of the latest era. Then you can see, the people in charge of our education argue about material/statistical indicators, but based on factual evidence it is difficult to avoid the moral/cultural measures above. Of course we don't only talking about the biased and deviant behavior of life from not only a group but also most of our society at all levels. Violence committed for example, not only among parents, but also teenagers, even children or us look at everyday life in Indonesia's big cities, modeled by Jakarta. Happened hundreds or even tens of thousands of traffic violations, so that in a surprising form, occurred right in front of the police and transportation services. Carried out by premium car drivers (who of course well educated, even in high positions) to application-based motorcycle taxi drivers. Deliberate omission which not only ignores law enforcement efforts, undermines the achievements of the police at the forefront, but also creates a widespread tradition. and growing up among the people to commit 'disobedience' not only to the government, laws, even the cultural morality of their own nation. Our youth if asked about the direction, they are only able to answer 'right or left' but doubt or do not understand where North, Southeast or Southwest. Moreover, asking where is Miangas or Rote, the area of origin Anoa, preferably Hiroshima or the capital of Nicaragua.

In a simple calculation, this daily activity takes no less than 298 days in a year. Among other things to sleep (6 hours per day or 81 days per year) biological activities, eating drinking urinating (2 hours per day or 30 days per year) various forms (47 days per year) play or hangout (2 hours per day or 30 days per year) school (7 hours per day 60 days per year) of 200 school days and study at home (30 days per year) .

In that calculation, there are only 67 days in a year for other activities, say for productive things. However, if you deduct the 'modern' mandatory activities, which are called having fun with a minimum of 4 hours per day or the equivalent of 61 days per year, only 6 days are left. Less than a week of opportunity to do something productive a year in the lives of teenagers and young people.

What can they do to fill life, self-actualize, or give contribution to the development of the country? That number even gets weird because productive space can run out even becomes a minus if the time to hangout, sleep or have fun with gadget. Not to mention if they have to do sports, worship, or other house-cleaning jobs makes the number 365 absurd, unreasonable.

The problems above must be recognized as part of the failure of our education. Failure to prepare a generation that has the opportunity to carry our national goals to a higher level. Conditions that also make the best potential of this nation increasingly buried and fail to be explored and actualized the main dependent variable in driving development, moving the number 5.0 up to double digits like China.

School Management Dualism

As in other countries, in general, educational institutions in Indonesia are divided into: on education organized by the state (state schools) and those held by private school communities, both religion-based and without religious labels.

School role The private sector is quite large which generally accommodates 36 percent of the existing students.

Even at the high school level, private schools accommodate 54 percent of students, although the role of The private sector is very big in helping the government, the state in carrying out the constitutional mandate. Ironically, private schools have to fend for themselves to meet their needs, many schools The school requested that the school not be closed by the government due to a shortage of students.

It is an irony that private schools that help are actually considered to be parasites that must be removed. The government seems to turn a blind eye that private schools are divided into two groups big. Elite private schools that are able to support themselves independently because of the high contribution of educational development (SPP) from parents and non-elite private schools that become shelter for poor families whose children are unable to enter public schools.

Just like the novel *Laskar Pelangi*, the second caste class from a private school these are actually the world's heroes because they are the ones who help the country carry out the constitutional mandate for 9 and 12 years of compulsory education, but their existence must be ready to be removed if they do not meet government standards. This injustice occurs because the government provides large subsidies to institutions (state schools) and not individuals (poor families). All public school teachers are state civil servants (ASN) so that state budget funds flow heavily to state educational institutions. In fact, in practice, part of the expenditure of private educational foundations is to pay salaries for employees (teachers and staff) because the education sector is a labor-intensive sector. In addition to the salaries paid, the provincial and city/district governments also provide public schools with funds to pay for all school operational needs.

Indeed, there are government efforts to increase access to education by providing BOS, Smart Indonesia cards (KIP) given to poor families to be able to stay in school, However, the fundamental question is, constitutionally, Indonesia has provided an extraordinarily large budget from the state budget of at least 20% which is even much higher than the state proceed. But why are we still not able to solve the basic problems in education, namely the participation rate is still not perfect, even the pure participation rate for the high school level is still in the range of 60%¹.

Improving Quality

Reflecting on the ups and downs of the development of HDI data, we can learn that development that forgets about human quality not only complicates efforts to get out of business immediately, powerlessness, the threat of stupidity, will also make the community more mired in pressures of poverty and misery.

In Eastern Indonesia, the quality of education is often difficult to improve because of access to education low education. There are not many socio-economic opportunities and opportunities that can be exploited society because the educational infrastructure is not friendly. UNDP (1990) states that what is meant by human development is essentially a process of increasing choices for the population. Development is said to be a failure if the final result of development

¹ Badan Pusat Statistik www.bps.go.id

creates inequality and reduces the opportunities for vertical mobility of society. In societies whose social structure is rhombus, such as South Korea, Australia and several other developed countries where the number of the middle class is larger than the poor, the opportunity to compete and improve living standards will be more open. poor people to improve the quality of life is more limited and requires hard work.

There are at least 3 prerequisites to improve the quality of Indonesia's human development: First, how to place human quality development as part of efforts to reduce poverty and improve the bargaining position of the poor.

Second, governments need to realize the importance of social investment in education in development and then translate it in the form of development programs in the field of social education, preventing children from dropping out of school, poor people from getting worse and so on. In addition to the high social costs, it also causes opportunities for empowerment to be slow.

Third, realize that the gap in human quality if allowed to drag on will prone to polarization and even conflicts between classes. So it is necessary to encourage policies that favoring the lower class until at a certain point an even balance is reached.

Equilibrium Graphic

Equilibrium theory in microeconomics, equilibrium or market balance is a condition when there is a balance between the amount of product (or service) demanded by D_x and offered by S_x , at a certain price. This process is important in determining whether the equilibrium curve will remain stable or not. The curve can be calculated by the equilibrium formula of the market.

This condition also explains the similarity between product prices demanded by consumers and those offered by producers. If equilibrium in the market has been reached, all prices will tend to stabilize. This condition is also known as "price equilibrium".

Equilibrium prices can occur depending on the forces of demand and supply. In other words, if consumer demand is stronger than producer supply, the price of a product will increase. On the other hand, if supply is stronger than demand, the price of goods will decrease.

We can calculate the equilibrium amount in the market using the following formula:

$QD = QS = QE = \text{Quantity}$

$PD = PS = PE = \text{Price}$

Note

D = *Demand*

S = *Supply*

P = *Price*

Q = *Quantity*

E = *Equilibrium*

Here it is assumed that S_x is a subsidy for private school students while D_x is a subsidy for public school students, based on the economic theory, it will produce a balance/equilibrium.

Conclusion

Equilibrium theory in microeconomics, can be applied in school management, concrete subsidies for public schools and private schools, so that there is a balance / equilibrium between private schools and public schools.

Explicitly, a review of school management, if the government wants to improve the quality of schools evenly by providing subsidies that are right on target. First is the requirement to enter public schools should not be academic ability, but the financial ability of parents, the poorer the prospective student's family, the greater the chance that he will enter a public school, so that State school teachers who are paid by the state should focus on taking care of students from poor families so that can transform themselves and their families for a better future for now they only educate children who are already smart, actually the salary from the government is already big does not make them have a big contribution to the world of education.

The second, more realistic solution is for the government to allocate subsidies to people (from poor families) and not institutions (state schools). Public and private schools will receive subsidies based on how many children from poor families they have accommodate, children from the middle class and above who want to go to public schools because the quality has been very good so far, must pay for education equivalent to schools with elite private schools, Thus there is a balanced competition between public schools, elite private schools and private schools second caste private school. And the Quran itself says : "...*Kayla Yakuna Dulatan Bainal-Aghniyai Minkum..*." Don't let your wealth circulate to the rich among you." QS Al Hasyr 7

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