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Analysis Of The Additional Value Of Education In The Micro And Macro Dimensions

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Abstract

Education is actually an activity that aims to glorify and humanize humans. The existence of education is an important element in responding to the challenges of life in this modern era, in order to establish human existence itself. The additional value of education in terms of macro and micro elements, is intended as the extent to which this education is transformed as a tool that makes humans more competent individuals, as well as confirms their position to be efficient in society. Education in the macro and micro dimensions is inseparable from the financing of education and improving the quality of education, in a broad scope covering education in a country, as well as in a narrow sense covering financing and improving the quality of education in a particular educational institution.

Keywords: ***Macro , Micro , Education***

INTRODUCTION

Along with the times that are so drastic in the world of education that will continue to provide changes to the human mindset. Education is an open system that is inseparable from a problem, such as a macro problem that occurs as a whole which is experienced by almost all educational institutions in the learning process. This problem arises due to limited human

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resources, limited information technology infrastructure and currently educational problems that occur in Indonesia, namely there are obstacles to improving the quality of education, then problems that arise in the components contained in education itself as a systems, such as curriculum problems, education problems, education administration and so on, these problems are called micro problems, in Islamic Education Management, the purpose of organizing education is to produce graduates with satisfactory competencies, so if there is education that is not managed properly, of course will produce graduates who are incompetent and not in accordance with the expectations and goals of National education.

The concept of education as an investment (*education as investment*) has developed rapidly and it is increasingly believed by every country that the development of the education sector is a key prerequisite for the growth of other development sectors . The concept of investment in human resources (*human capital investment*) which can support economic growth (economic growth), has actually been thought about since the days of Adam Smith (1776), Heinrich Von Thunen (1875) and other classical theorists before the 19th century who emphasized the importance of investing in human skills.

Schultz (1960) then noted that the development of the education sector with humans as its core focus has contributed directly to a country's economic growth, through increasing the skills and productive capabilities of the workforce. These findings and perspectives have stimulated the interest of a number of experts to research the economic value of education. In developed countries, education apart from being a consumptive aspect is also believed to be an investment in human capital (*human capital investment*) and a " *leading sector* " or one of the sectors main. Because the government's attention to the development of this sector is serious, for example, the political commitment of the Education sector budget is not inferior to other sectors, so that the success of education investment is correlated with the progress of its macro development.

In the 1970s, research on the relationship between education and economic growth was stagnant due to doubts about the role of education in economic growth in several countries, especially in the United States and developing countries which received assistance from the World Bank at that time. This doubt arose, partly because of the criticisms of educational sociologists including Gary Becker (1964, 1975, 1993) who said that the theory of *human capital* emphasizes the human material dimension so that it does not take into account humans from the socio-cultural dimension, Becker's criticism actually opens perspectives from philosophical

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beliefs that education is not merely counted as an economic investment, but more than that, the social and cultural dimensions that are oriented to the human dimension are more important than just an economic investment. Because education must be carried out by humans because it is related to humanity itself (*human dignity*).

The process of forming a complete human being implies that a human being does not only have a body and soul that can be developed through education, but also has a nature that must also be developed. Ignoring the development of nature in the educational process results in low morale which is reflected in emotional and impulsive behavior (Depdiknas, 2000:3; 2006:9), a nation that prioritizes education in the development of its human resources, it will produce superior human beings as a quality workforce competitive and ready to enter the global job market.

From the description above, the author is interested in exploring and analyzing the Analysis of Added Value of Education in Micro and Macro Dimensions of Educational Institutions, Individuals, and Analysis of Added Value for Society.

THEORITICAL REVIEW

Analysis of Education Added Value in Macro & Micro Dimensions

Quality education is an asset for the country. In carrying out education, the state must provide funds or become a source of funds for education, in order to make education a quality education. Education financing that covers the whole in a country will be discussed in Education Macro Financing. Meanwhile, financing that only covers an institution or institution will be discussed in Micro Education financing, macro education financing covers the entire region or a country which is complex, comprehensive and comprehensive. Macro education financing is regulated or divided into three levels, namely central, DI (provincial) and D.II (district).

Rida Firanika stated in his writing: The Government of the Republic of Indonesia, in accordance with the mandate of the Law, has annually announced an allocation for an education budget of at least 20% of the total State Revenue and Expenditure Budget (APBN). Education, such as teachers' salaries and salaries of other education workers in the regions, many things affect macro-education, which have or are very important in relation to education funding, including: Economy, Ecosystem, Socio-Culture, Politics and Security. So macro financing is financing that is comprehensive, complex, comprehensive and general.

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According to Ari A. Pradana (2005) citing the opinion of Professor Joseph Stiglitz, in Jakarta "Provide as much education as possible and it can be easily achieved by all citizens", said the Nobel Economics winner, as published in the Kompas daily (15/12/2004). This question was raised by Stiglitz when responding to a question about what kind of economic policies Indonesia needed. He also commented that this issue of education was one of the blunders of the neoliberal policies adopted by Indonesia.

The role of education The technical language of human capital in economic growth has not been in the literature for a long time in the theory of economic growth. Put forward by Ari A. Pradana confirms the opinion of Lucas (1990) and Mankiw, Romer, and Weil (1992) who revised the neoclassical theory of growth from the legendary Solow (1956), in their studies, they show that the standard Solow theory is only able to explain how a country's economy can grow, but not sufficiently able to explain the disparity in the level of per capita income between countries in the world. Only when the human capital variable is included in the calculation can some of the gap be explained.

The basic assumption in assessing the contribution of education to economic growth and reducing inequality is the increased productivity of workers. If worker productivity increases, economic growth will also increase. On the other hand, an increase in productivity means an increase in income. It has always been assumed that the benefits of an increase in education in aggregate will be greater for the poor. Thus, if the level of education increases, the income of the poor will also grow faster and in the end the inequality will decrease. The problem is that such assumptions cannot always be generalized. The benefits/results of education in terms of increased productivity and worker income only apply to certain types of work. As a result, an increase in the level of education has not fully benefited growth and equity. Especially if we talk about the benefits of education for the poorest groups.

Foster and Rosenzweig's (1995) study of the impact of education on farmers in India during the green revolution can provide some insight. Studies of the agricultural sector in countries like India (also Indonesia) are very relevant in the discourse on economic development because the majority of the population, including those belonging to the poorest groups, are in this sector. In this study, farmers who have basic education are far more productive than those who have never school. However, there is no significant difference between having secondary education and only basic education. In addition, in areas with poor natural and geographical conditions, productivity is often determined more by experience, not education. For farmers in

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places like this, going to school is not only of little use, it also makes them lose many years of experience working in the fields.

Individual Value Added Analysis

According to Elchnan Chon (1979) says that "Educational economics is a study of how humans, both individually and in community groups make decisions in order to utilize limited resources in order to produce various forms of education and training, development of knowledge and skills, opinions, attitudes and values especially through formal education, as well as how to discuss them equally and fairly among various groups of people.

Someone who takes a certain level of education will have its own added value in terms of quality. He will be more appreciated by the community as a knowledgeable and educated person, so that at every opportunity his suggestions and opinions are always expected to solve a problem in the community environment, added value is the value added by producers to raw materials or purchases (other than labor) before selling products or new or refurbished services. Economically, increasing the added value of an item can be done through changes in form (form utility), changes in place (place utility), changes in time (time utility), and changes in ownership (potition utility). The role of education in life is very important and crucial. Because with education a person has added value.

Human resources in the field of education are improved through a long process, starting from receiving scholarships to continue their studies, receiving teacher welfare allowances or also by emphasizing the professionalism of teaching staff, matters relating to the quality of human resources for higher quality education actually lie in human resources. human power itself. With the quality of human resources who are reliable and competent in their fields, education will be more advanced

From the explanation above about the Analysis of Value Added Education Individually, it can be concluded that the added value of education is the value that is added or added to someone because of taking an education. The higher the education one takes, the higher the quality of the human being himself.

Analysis of Added Value for Society

In building educational institutions, Brubacher stated that there are two philosophical foundations, namely the epistemological basis, where educational institutions must try to

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understand the world around them, think deeply about the problems that exist in society, where educational goals cannot be diverted by various considerations and policies, but must adhere to stick to the truth.

Education is an important need for every human being, society and nation, so education must be developed systematically by authorized policy makers in this country. Even though renewal (transformation) is carried out continuously, this effort will not have an end in itself because educational problems always exist as long as civilization and human life still exist, educational transformation, as experts say, can be carried out through a process as HAR Tilaar, (2002) through: 1) Decentralization of education is an effort to: a) build a democratic society, b) develop social capital, and c) develop competitiveness 2) Bipolar process between localization and nationalism/globalization. 3) educational transformation through democratic education (Zamroni, 2011).

From this opinion it can be said that: 1) The decentralization of education is to build a democratic society, namely a society characterized by: recognition of human rights, an open and responsible society, having good and clean governance and recognizing differences . 2) while the bipolar community between local and national/global is a process of acculturation and making the values and culture of society unifying the ideals of education and 3) democratic education is education that prioritizes the following aspects: a) the curriculum delivered must contain messages meaningful messages, b) teaching materials as the first aspect besides being theoretical but integrated with issues that exist in society, c) the need for optimal learning services, d) organizing extracurricular education with clearer objectives, 5) community participation in teaching management of education, 6) implementation of education in a simulative manner with the realities that exist in society.

Thus, several educational transformation processes are carried out through educational development, as an effort to pass on to the younger generation adequate general intellectual abilities which will lead to a fairly high learning capacity. Education as a cultural restoration effort is not only the responsibility of educational institutions as providers of formal education but also of society.

From the explanation above about the Analysis of Added Value of Education for the Community, it can be concluded that in the end, every education must prepare the younger generation for a future life consisting of: 1) the ability to earn a living, 2) the ability to develop a

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meaningful life, 3) the ability to glorify life. Superior human resources as educational output will certainly greatly affect the quality of the community's economy.

CONCLUSIONS

Analysis of the added value of education in micro and macro dimensions can be synthesized as a form of analysis of the usefulness of education in adding to the dignity of one's life personally and in society. The existence of education for an individual becomes very important, in order to determine what position he wants to be in society, as well as to justify his existence in society. The higher a person's education level, the higher his position in society is considered, so that his existence is more recognized and respected in certain societies.

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