



## Educational Institutions: Policies and Priorities in Preparing Human Resources

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### INFORMASI ARTIKEL

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**Abstract:** This article attempts to clarify the relationship between educational institutions and increasing human resource competitiveness in the era of Society 5.0. However, to strengthen the focus and relevance of the research, it is important to link the role of educational institutions with the characteristics of Society 5.0, such as the need for innovation, multifunctional collaboration, and adaptability to technology. This can help show how education can prepare individuals to be more competitive in an increasingly integrated and technology-based society. Therefore, policy and planning steps are needed in building national education, including 1. Committing to mastering basic literacy and numeracy skills, 2) Measuring learning regularly, accurately, and relevantly, 3) Aligning the system with learning commitments, 4) Supporting teachers in the teaching and learning process. 5) Adapting approaches in making educational policies. Support in adapting policies so that they are in accordance with the local context. The Central Government needs to map out areas that need extra assistance so that the policies that are created can focus on improving quality learning. Meanwhile, local governments can also collaborate with other elements of society, such as grassroots organizations and the private sector, in designing and implementing educational innovations.

**Keywords:** Educational Institution, Policy, Human Resource, Society 5.0

### INTRODUCTION

The need for quality human resources is very important for all of us, especially the Indonesian nation, to prepare ourselves to welcome the Era of Society 5.0. Entering the Era of Society 5.0, society must improve itself,

including preparing superior human resources. Changes in the governance of life have also become very rapid along with the development of technological and information devices that have influenced changes in the paradigm of psychological measurement (Johnson et



al., 2024). Psychological measurement is no longer just about explaining a person's quality, but also how to be able to predict a person's performance(Nur, et al., 2024).

The era of super smart Society (Society 5.0) itself was introduced by the Japanese Government in 2019, which was created as an anticipation of the disruption caused by the industrial revolution 4.0, where this will result in complex and ambiguous uncertainty so that it is feared that there will be an invasion that can erode the values of human character that have been maintained by the nation so far. In general, the Era of Society 5.0 is a time when these technologies become part of humans, in other words, Society 5.0 directs more on how we use the technology itself. In order to prepare for the Era of Society 5.0, there are two things that must be done, namely adaptation and competence.

Adapting to Society 5.0, what needs to be done is that we need to know the development of our generations, starting from the millennial generation to the colonial generation where there has been a lot of civilization transformation between these generations(Syafi'i & Ikwandi, 2023). While the competencies expected from all generations must have basic literacy starting from numeracy literacy, science literacy, information literacy, financial literacy, cultural literacy and citizenship. In addition to having basic literacy, we are also required to have other competencies, namely being able to think critically, reason, be creative, communicate, collaborate and have problem solving skills(Muzakki et al., 2023). And most importantly, have behavior (character) that reflects the profile of Pancasila students such as curiosity, initiative, persistence, adaptability, leadership, and social and cultural awareness(Habibulloh et al., 2024).



Seeing the current condition of Indonesia, where the quality of Human Resources (HR) is still far compared to neighboring countries, this will be a problem if not handled (A. Syafi'i & El-Yunusi, 2024). Universities as a means to provide broader insight so that they can provide a significant contribution to the progress of the world of education in Indonesia (Riveira, et al., 2014). This must also be supported by adequate facilities and infrastructure such as quality universities to students who are able to develop (Abror et al., 2024). With the development of the era, competition in the world of education is also getting tighter, so that universities can be superior compared to other universities they must also have competitive advantages (Ab Rahman, 2024). To achieve maximum results, universities must have competent teaching staff (Silvia & Aulia, 2020).

From the available data, universities in Indonesia are not good

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enough when compared to leading universities in the world (M. I. Sholeh, 2023a). The best ranking is represented by the University of Indonesia, but only ranked 763 in the world. There are only 3 universities that are in the top 1000. As a comparison, Singapore has a university that is in the top 30 of the world's best universities, namely the National University of Singapore. While Universiti Sains Malaysia is ranked 520.

Looking at the existing facts, the input factors at the university are still not ideal to get the ideal output, even for state universities (Sholeh et al., 2023). Universities must make improvements to increase the ideal output so that universities are able to compete with universities at home and abroad (Aisha, 2019). Budget and number of lecturers are factors that hinder the improvement of the quality of lecturers themselves. The ratio between students and lecturers is one reason why lecturers find it difficult to conduct research. With a large



ratio, lecturers have longer teaching time so that the time to conduct research feels lacking. In fact, teaching and research are two main activities of lecturers that must be carried out because they have the same weight of responsibility in the Tridharma of Education.

Based on the explanation of social change, social scientists divide social change into two parts, the first is evolutionary social change and the second is revolutionary social change. The first type of social change is the same as the movement of history, namely it occurs slowly and cumulatively. While the second type occurs quickly without being predicted in advance. Social change in the field of education is more dominant in the first type.(Amrulloh, 2017). The quality of education in Indonesia today is very concerning. This is proven by UNESCO data (2000) on the Human Development Index ranking, namely the composition of the ranking of educational achievement, health, and

income per capita which shows that Indonesia's human development index is decreasing.(Anggreni & Wayan Suartini, 2019; Azmy, 2015; Wahid Tahir et al., 2017; Yuni et al., 2016). It is time for educational innovation in Indonesia to come from educational practitioners in the field, especially in the global era with various problems that have demanded various fundamental educational changes. The climate of national and state life that is less conducive, which tends to lead to less controlled freedom has caused various problems in various areas of life, including education. In a grassroots order, this has caused various symptoms and social problems. Not to mention our education which still seems chaotic and unequal, both in terms of quality, quantity, and its relation to the effectiveness and relevance of education, some even consider our education to be very chaotic, unclear in direction and purpose. Therefore, it is important to see educational development from the



perspective of policy and planning in building national education.

## METHOD

The research used is qualitative with a phenomenological approach, an approach initiated by Edmund Husserl and developed by Martin Heidegger to understand or study human life experiences (Creswell, 2007). This approach evolved into a mature and adult qualitative research method over several decades in the twentieth century. The general focus of this research is to examine/research the essence or structure of experience into human consciousness (Fink, 2019). Phenomenology as a research method also has several advantages or benefits. First, as a scientific method, phenomenology can describe and depict a phenomenon as it is without manipulating the data in it (Punch, 2013). In this condition, we as researchers must first put aside our understanding of religion, customs, and science so that the

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knowledge and truth found are truly objective. Second, this method views the object of study as something whole and not separate from other objects. This means that this approach emphasizes a holistic and non-partial approach so that a complete understanding of an object is obtained.

## RESULT AND DISCUSSION

In an effort to improve the quality of education, a teacher must be able to improve his/her professional skills as an educator. As an educator, a teacher must be able to improve his/her knowledge independently. Through reading, teachers will be able to develop themselves in increasing their knowledge. Therefore, a reading culture among teachers needs to be built. By reading, teachers will be able to improve their knowledge and be able to add insight that they do not yet know. In addition, there are several Policy and



Planning steps in building national education.

### **1. Committed to mastering basic literacy and numeracy skills**

In the Policy Paper “Focus to Flourish: Five Actions to Accelerate Progress in Learning” published by the RISE Programme, it is emphasized that commitment to basic learning must be an urgent political priority for change to occur quickly and be translated into budget and program planning. The importance of numeracy literacy skills can be seen through the following example, a student learns the concept of multiplying integers by integers. Two times three is six. The result remains the same even though the problem is replaced with three times two. However, it will be different when given in a drug administration situation. The rule of administering drugs two times three and three times two will provide different absorption and healing effects. With

good mastery of the concept of integer multiplication and numeracy skills, students will be able to explain the reasons why the effects of drug absorption are different. Click or tap here to enter text.

### **2. Measure learning regularly, accurately and relevantly**

Measuring learning needs to be done not to determine whether students graduate or fail, or whether the quality of the school is good or not, but to find out whether students have mastered the skills according to the level of education they are taking. At the class level, assessment is needed to see the progress of each student's learning. This is important because based on the analysis of the RISE research team in the Learning Profile, if Indonesian children do not master basic numeracy skills in grade 6, then they will most likely never master them even if they continue to move up a grade. In fact, the purpose of a good



assessment is to provide information as early as possible on the quality of ongoing learning.

The tests used in assessments must be able to compare students' learning progress periodically rather than being an assessment at the end of learning. Therefore, the mindset of teachers, schools, and the government also needs to be changed from the previous "Assessment of Learning" to "Assessment for Learning". At the school and regional levels, assessments are important to assess the performance of the education system more broadly. That way, policy makers can determine the right interventions to help students learn in accordance with educational goals. (Cornford, 2002; OLIVER & TRIGWELL, 2005; Spector, 2020).

### 3. Align the system with learning commitments

The goals of the education system can only be achieved if the various elements in it run in harmony and lead to

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the same goal or commitment. The harmony of the various elements in the education system needs to be realized at all levels, starting from policies at the central, regional, and class levels. For example, when Indonesia committed to increasing access to education in the 1970s, the government built more than 60,000 elementary schools through the INPRES Elementary School program. Two decades later, almost all Indonesian children were able to enjoy basic education. (Acree et al., 2017; Anggraini et al., 2021; Darma et al., 2020; Kutsiyyah, 2021; McGrath, 2013; Shaidullin et al., 2014; Yunus, 2020). Alignment in the education system will increase accountability. For example, in the overlapping efforts to recruit teachers in Indonesia. If the process is aligned, then all of these elements will contribute to improving the quality of teachers in Indonesia starting from the recruitment system. However, so far we have not seen any role from politicians to



encourage improvements in the quality of teacher recruitment, as well as other elements in this education system.



Source: RISE framework.

Currently, Indonesia is facing the challenge of low quality education reflected in the low mastery of basic literacy and numeracy skills. Therefore, various elements in the education system need to simultaneously focus attention on the goals or commitments to overcome these problems. In teacher education programs, for example, it is necessary to create a curriculum that equips prospective teachers with knowledge on how to teach literacy and numeracy. Then in teacher recruitment, it is necessary to agree that the goal is to

recruit teachers who are qualified or have good teaching competencies. The RISE study on teacher recruitment found that teacher recruitment has not been oriented towards screening qualified teachers. (Anggraini et al., 2021; Corbett, 2020; Fun & Maskat, 2010; Kong et al., 2020; Mohamed et al., 2015; Rajović & Bulatović, 2017; Suchyadi et al., 2019). This happens because there is a misalignment of commitment between the parties involved in the recruitment process. The division of authority between the institutions involved in the



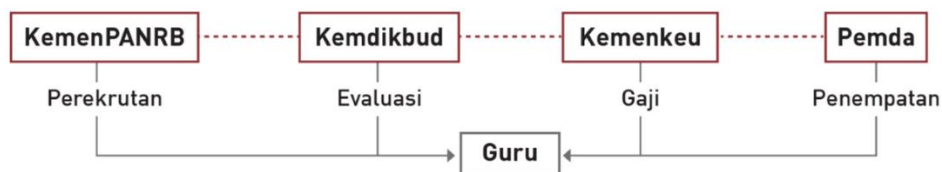
teacher recruitment process—the Ministry of PANRB, the Ministry of Education and Culture, the Ministry of Finance, and local governments—is still overlapping. Each institution seems to

have its own goals so that the recruitment results are not optimal. This reality also contributes to the low performance of teachers in Indonesia.



## Kelembagaan

Pembagian kewenangan untuk perekrutan guru antarkementerian maupun antara pemerintah pusat dan pemerintah daerah masih tumpang-tindih.



--- = koordinasi antarlembaga lemah karena setiap lembaga memiliki objektif berbeda

Source: Infographic "Teacher Recruitment in Indonesia: Institutional Dysfunction and Social Dynamics"(2020).

An example of the realization of harmony in the education system at the local level was found by the RISE study that examined educational innovation at the regional level. In the city of Yogyakarta, the regional head has a strong commitment to the quality of education. The regional head and his bureaucrats often listen to input from various parties in order to provide the

best service that can improve the quality of education. In addition, there are educational innovations in Yogyakarta that were initiated by the community and then ratified as local policies. The strong sense of trust of residents in regional leaders and their staff encourages them to agree to implement policies that aim to improve the quality of education.



#### 4. Support teachers in the teaching and learning process

Teachers need to be provided with adequate provisions and support to be able to teach effectively. This support is provided from the time prospective teachers receive education in teacher education programs or teacher professional education (pre-service) until during the teacher's career (in-service). A quality teacher is a teacher who is able to practice effective teaching. Therefore, to create and retain quality teachers, this support must run continuously so that they can teach effectively continuously. However, the RISE study evaluating teacher education found that graduates of the pre-service Teacher Professional

Education/PPG program felt that the knowledge they gained from the program was too theoretical and did not help them in facing the challenges of teaching in the classroom.(Buchanan, 2020; E. Hunt Esco, 2019; Fathurrahman et al., 2016; Gay, 2010; Hişmanoğlu & Hişmanoğlu, 2010; Powell et al., 2014; Rusdiana et al., nd). Teacher education programs also do not provide adequate training for prospective teachers to be able to teach literacy and numeracy. In fact, the low mastery of basic literacy and numeracy skills among Indonesian students has been the root of the problem of the low learning outcomes of Indonesian students for years.





Source: Infographic "Development of Results of Evaluation Study of Pre-Service PPG Program - First Year Study"(2018).

Therefore, teacher education programs need to focus more on equipping prospective teachers with knowledge about effective teaching methods, especially in teaching literacy and numeracy. So, teachers are not just delivering learning materials to students. The support given to teachers can be adjusted to their level of competence. Support for new teachers, for example, is **certainly** different from the support needed by teachers who have been teaching for years. New teachers need adequate induction or mentoring in the transition period from prospective teachers to teachers who teach in the classroom. Meanwhile, teachers who have been teaching for years, who have a higher level of competence, need to develop their teaching skills in accordance with changing times or problems faced in their classes.

Several policy steps to improve the quality of education in Indonesia can be expanded by looking at examples of successful implementation in other countries and the challenges that may be faced. For example:

1. Curriculum Development: In Finland, the curriculum is very flexible and focuses on the needs of students. This implementation could be challenging in Indonesia because there must be adjustments between the national curriculum and local conditions.
2. Teacher Training: In Singapore, teacher training programs focus on continuing professional development. Implementing this in Indonesia may be hampered by limited resources and training infrastructure.



3. **Community Engagement:** In some countries, such as Brazil, parental and community involvement in the education process is emphasized. This could be a challenge in Indonesia, which needs to improve communication between schools and families.
4. **Use of Technology:** In South Korea, technology is widely used in learning. In Indonesia, the remaining challenge is the uneven access and infrastructure of technology.
5. **Evaluation and Accountability:** Implementing a transparent evaluation system, as is done in some developed countries, can improve accountability. However, the challenge faced by Indonesia is the resilience of the existing education system and resistance to change.

It is important to adapt policy implementation to the local context and specific challenges that exist in Indonesia.

### **5. Adapting approaches in making educational policies**

Decentralization of education has consequences in the form of educational problems that vary between districts/cities. Given that Indonesia is a large country with 514 districts/cities, solving educational problems cannot use a one-size-fits-all approach, but must be adjusted to the problems faced by each region. The RISE study on innovation in educational policies in the regions examined several districts/cities to see the adaptation of policies to overcome the learning crisis and adjust to their socio-cultural conditions.

In Bukittinggi City, for example, there are several educational policies made due to the active role of the principal and family participation, namely the cross-supervision program



and family school. Although there are no incentives, these programs can run sustainably in Bukittinggi because of the very strong kinship network. Meanwhile in Yogyakarta, learning is supported by the active participation of parents and the community, commonly known as the Parents' Association and Community Learning Hours (JBM).

Both programs are driven by the tradition of collaboration in Yogyakarta: handarbeni and guyub rukun. However, based on RISE findings, many local governments actually do not have sufficient capacity to design educational policy innovations in their regions (Sholeh et al., 2024). Therefore, they need support in adapting policies to suit the local context. The Central Government needs to map out areas that need extra assistance so that the policies that are produced can focus on improving the quality of learning. Meanwhile, local governments can also collaborate with other elements of

society, such as grassroots organizations and the private sector, in designing and implementing educational innovations.

Meanwhile, according to the Coordinating Minister for Human Development and Culture (Menko PMK) Muhadjir Effendy, there are four priorities for educational planning:

a. **Children's learning**

The government through the Minister of Education and Culture needs to check the accuracy of whether what is given by the ministry is absorbed by students and educators. This is done in accordance with the direction of President Joko Widodo so that the results and impacts can be monitored.

b. *Institutional structure*

The Minister of Education and Culture considers that the institutional structure both internal and external to the agency will support learning objectives.



This institutional structure, according to the Minister of Education and Culture, can also have a positive impact on the quality of learning.

c. *Driving a mental revolution in society.*

The government must make the mental revolution program a success, it cannot only be done in the educational institution system, but also the wider community. "So character development is not only from the curriculum, not only from the way teachers teach but also the wider community. This is what we will develop this year," he said.

d. *Technology development.*

The development of this technology, according to the Minister of Education and Culture, will help teachers in carrying out teaching and learning activities. "The

development of technology that I must focus on, many people think that the development of technology is possible to replace teachers. That is totally wrong. The focus of this technology is to help all humans in the system to carry out their duties in a better way. Technology is to improve, enhance, increase capacity, not to replace, not to replace habits. Through this technology platform, we will begin to remain focused on development," explained the Minister of Education and Culture. To realize these four priorities, the government must cooperate and work together with all ministries, especially the ministries under the coordination of the Coordinating Minister for PMK. "For example, for the Character Strengthening Program (PPK). That is the Presidential Regulation, namely



Presidential Regulation Number 87 of 2017, and it must be carried out not only for one ministry but all related ministers. Well, later I will also ask us to coordinate to truly realize PPK in the context of the Mental Revolution. The government and universities spend a fairly large budget to upgrade schools to a higher level, research costs, seminars, scientific publications. So it is expected that the accreditation of the university will increase and its reputation will be better. With the increasing reputation of a university

## 6. Preparing human resources to face Society 5.0

Society 5.0 is a refinement of society 4.0, where technology becomes part of humans themselves, not only to share information, but can facilitate everyday human life. Society 5.0 emphasizes integrated, easy and fast life. For example, the use of robots that can help

restaurants, clean houses and others can be controlled by computers and the internet. Society 5.0 makes human life practical and automatic. So that technology does not control humans but humans can get a good and comfortable quality of life. Click or tap here to enter text..

Japan designed a core concept of the 5th Science and Technology Basic Plan called Society 5.0. The main goal of designing the concept of Society 5.0 is to build a human-centric society where economic development and solutions to problems can be achieved, and everyone can enjoy a quality life. Click or tap here to enter text.. The key to realizing this goal is through the integration of cyberspace with the real world to create quality data and provide new values and solutions to solve every problem. The launch of this concept is based on various social problems faced by Japan such as decreasing population growth rates, decreasing number of productive age



population, increasing greenhouse effect and others.

Components of preparing society 5.0 in the field of teaching, lecturers are not enough to just understand the theory. This is not enough to prepare lecturers to face society 5.0. But what is built is the ability to reconstruct the way of thinking, namely producing lecturers who are easy to adapt. Some of these ways of thinking must be critical, constructive, and innovative

Factors that cause the competitiveness of universities in Indonesia are still very low. In general, these factors are grouped into three: quality of human resources, number of human resources, and research. These three factors are indirectly interrelated. For professionals who work as lecturers in universities, they must be someone who has good competence. Mastery of HR knowledge comes from the concept, language, research and practice of HR. Competence describes what individuals

know and do. HR professionals must prove their competence in 3 domains: knowledge, HR practices, and the ability to manage change. Self-awareness of the lecturers themselves is still lacking, even though further education also affects their career development. As found at Unmar, many lecturers are reluctant to continue their education, even though financial and institutional support is quite good. Second is regarding research, the number of researches conducted by universities in Indonesia is still very low.

The low research is caused by several things, the first is caused by the culture of Indonesian people who are not used to conducting research, the second is the support from universities in terms of time which is still lacking. Universities abroad are able to provide leave time for lecturers who will conduct research, but in Indonesia, lecturers are usually still given the burden of teaching time, so sometimes lecturers are a little confused about managing their time. Most



lecturers choose to teach only because teaching and research have the same weight in the tridharma of education, and feel sorry if they leave class for research.

The third is the number of human resources or in this case lecturers, the number greatly influences university policies for further education or research, as explained in the previous paragraph, very little time support, this is indirectly also caused by the inadequate number of human resources. If the number of human resources is adequate, then the university will not have a problem if there are lecturers who take leave for further education or research, but what happens in the field because the number is lacking, lecturers are still given a teaching load. The management system includes how the initial process of accepting human resources to how to develop human resources to be more qualified, but the human resources division at a university is still less

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popular and is considered not something that is needed by a university.

A governance system is essential for a university, there needs to be a division grouping such as operational and strategic. For example, at the University of West Indies (UWI), the university needs a Human Resources Department. There are two levels of responsibility carried out by HRD at UWI, the first is related to contract renewals, and the appointment of senior or professional staff. The second is related to the recruitment process, training, development, performance management, and HR information systems.

One of the things managed by the HR division is the recruitment process, in general universities are divided into two types based on their ownership, state and private(Sholeh, 2023). The admission process at private universities usually has a hierarchy starting from the department, faculty, then university,



then the university submits to the foundation and the foundation will consider whether the recruitment process is necessary or not. This recruitment process is the same as what universities do in conducting lecturer recruitment selection, all centralized by the foundation on the recommendation of the department.

Meanwhile, in state universities, the recruitment process is centralized by the central government. For example, Undiksha submits to the ministry if it wants to conduct a recruitment process for new teaching staff, but in several Undiksha departments that have income such as from labs and student centers, etc., the department can accept its own employees even though they are only contract employees (Arifah & Noor, 2025). This process is still lagging behind when compared to universities abroad that already have their own HR divisions down to the department level, departments can recruit if they feel they

need additional HR. This kind of system still has weaknesses, because the center does not understand what is happening in the field so that its decisions are sometimes not in accordance with what is expected (Arifin, et al., 2024).

There are many advantages in the benefits obtained from the human resources division at a university (Habibulloh & Ridho, 2024). The most important is to increase the effectiveness of the university itself, university officials can focus on their respective tasks without thinking about HR activities such as compensation, recruitment, or other HR activities, because they are regulated by a separate department.

Human resources are the most important thing to improve in order to compete with universities abroad. There are many ways to improve human resources, namely a good human resources management system. The human resources management system



includes how to develop human resources to be better. The first is to improve the qualifications of the teaching staff or lecturers (Amelda et al., 2024). It is hoped that perhaps 80% of lecturers must have a doctorate. To run a good program, lecturers who have good quality are also needed so that they can produce the best graduates. Lecturer career development is very important.

Implementing the European or Canadian style system at universities in Indonesia. Both systems have been used by world-class universities. The HR management system should be integrated down to the department level, allowing departments to innovate, because so far everything is usually centralized either to foundations or to the central government. Therefore, there are many things that need to be fixed at universities in Indonesia, universities must now start looking for ways to be able to compete abroad. Not just to be the best in Indonesia. The most important

capital is to provide a large enough budget so that all processes can run smoothly. This role requires support from various parties in order to be carried out properly.

Coordination between the central government, local authorities and the private sector is essential to develop sustainable education policies. This can be done through several steps. First, the central government can establish a clear policy framework and provide guidance to local governments on the education standards to be achieved. Second, collaboration between local governments and the private sector can be facilitated through strategic partnerships that integrate resources and expertise, for example by developing joint education programs involving the business community. Third, implementing targeted education programs, such as education programs for parents that can increase participation in children's education, in line with established



policies. In this way, all parties can work together to improve the quality of education effectively and sustainably.

## 7. Improving Competitive Human Resources

In this study, there are three things that can be focused on to create a good HR development strategy to increase the competitiveness of a university.

### 1. University Governance

Governance is the most important thing in an organization, because without good management, no matter how good the human resources are, it will be useless. Most of the governance that is still applied in universities in Indonesia is a centralized system. Private universities are centered on foundations, while state universities are centered on the central government. Governance should be separated into two divisions, the first is operational and strategic. The operational division takes care of contract renewals and career levels, while the strategic division takes care of

how the organization will develop in the future, such as the recruitment process, training, development, performance management, and information systems. With a good governance system, it is hoped that activities within the organization can run better.

## 2. Qualification Improvement

Lecturers Lecturer qualifications at universities in Indonesia are still dominated by S2 graduates, whereas to produce good quality from universities it should be dominated by S3 graduates. Improving lecturer qualifications can be done by continuing education to a higher level. There are two types of continuing education that are generally carried out, namely study assignments and study permits. Study permits allow lecturers to be given a teaching load even though it is less, while study assignments give lecturers freedom from the burden of teaching hours. From the existing data, lecturers who take study permits take longer to complete their study period,



therefore it is better to prioritize study assignments so that lecturers who are doing further education can complete their study period on time, but usually the inadequate number of lecturers is a bit of a hindrance for universities to provide study assignments. Universities must recruit lecturers so that the number is sufficient so that lecturers who are doing further education can be free from the burden of teaching time, this policy does require a special budget so that it can be implemented and run well, and it is hoped that the competitiveness of universities can increase rapidly.

### 3. Research

Research is one of the indicators used to determine the competitiveness of a university. The problem with universities in Indonesia is the lack of interest from individuals and support from organizations to conduct research.

University support in terms of time is a problem in several universities because it comes back to the problem of

the still inadequate number of lecturers so that lecturers who are conducting research are still given a teaching load, even though compared to universities abroad that provide leave to lecturers who are conducting research. The budget is also still an obstacle in several private universities. Lack of interest from lecturers is also an obstacle, so that the results of the research are less applicable to the industrial world. What needs to be improved is support from the organization and the teaching and learning activity system, universities in Indonesia still apply a course system with a low credit weight, so that there are still many courses taught, it would be better if the weight was increased so that lecturers can conduct research related to the courses taught.

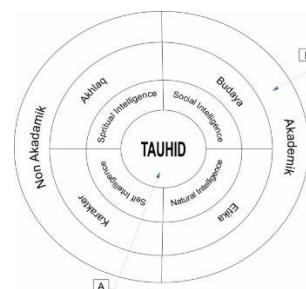




Figure 1. SDIT BIAS Concept Map  
(10pt)

## CONCLUSION

Educational institutions are very important for regeneration in a country, therefore the quality of universities in a country must be considered. From the existing data, universities in Indonesia are still less able to compete when compared to universities abroad. Based on the results of the analysis in the previous chapter, it is known that it is indeed realized that universities are still unable to compete with universities abroad, informants are also very aware of what causes the lack of competitiveness of universities. The main factor is in terms of human resources of course, because human resources are the spearhead of an organization. Of course, the human resource factor will be divided again into individuals and their management systems. Both are still far from quality,

the quality of human resources in Indonesia is still very low. The quality of lecturers can be seen from their last education and research works. Improving the quality of lecturers in universities must be improved. Various forms of activities can be carried out, namely training, seminars, workshops, or FGDs. The aspects that must be improved are soft skills related to character building, personality and communication, while in the field of hard skills, namely digital technology which is the main defense.

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