

The Effectiveness of Superior Human Resource Potential on Community Economic Independence in Indonesia

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Abstract

This type of qualitative research through a phenomenological approach, while the results showed that the low quality of human resources has an impact on economic independence, the low quality of human resources is due to people not being able to get proper education, but that does not mean that educational institutions are lacking, low community income, poor nutrition causes work ethic and enthusiasm for knowledge is not optimal, as the resulting impact is unqualified human resources, for this reason, support and policies from all stake holders, government, employers and educational institutions are needed so that they can work together to advance the human resources of Indonesian society.

Keywords: Education, Economy, Community, Human Resources, Independence

CHAPTER I INTRODUCTION

Humans as resources were originally defined as human labour in physical terms only. With their physical abilities, humans try to take advantage of the material available in their environment to fulfil their needs. The amount of population and elements related to the amount within a certain limit is a potential in the field of development. With a large population, it is a human resource for development.

A nation that is building through national development is trying to improve its results in all areas of life. National development will be more meaningful to the extent that it is able to realise the ultimate goal of culture. Human resources as a supporter of development is the productive behaviour of humans in the form of real actions, attitudes and knowledge that are conducive to changes in traditions, attitudes and thoughts in facing the future and change in the sense of renewal.

Human resources play an important role in development. Therefore, in carrying out the development of a region or country, it is necessary to know the state of human resources in the region. The more complete and precise the data on human resources available, the easier and more precise the development planning will be.

According to GBHN, Indonesia's population is one of the basic capitals of development. A large population with high quality (level of education, health and nutrition) will be a development capital that can improve welfare. Therefore, policies in the field of population need to be directed towards achieving a favourable population size and certain qualities that are expected to achieve certain development goals.

A. Problem Formulation

1. What is the condition of the human resources of Indonesian society
2. What is the condition of human resources on economic independence
3. What is the strategy in improving superior human resources in order to form the economic independence of the community?

CHAPTER II. LITERATURE REVIEW

A. DEFINITION OF HUMAN RESOURCES

In simple terms (objectively) resources are defined as a means to an end, or the ability to make a profit. While subjectively, resources can be interpreted as everything in the form of objects and non-objects that humans need to fulfil their needs. In simple terms, human resources can be defined as the entire population residing in an area or place with demographic and socio-economic characteristics.

Human resources are all potential related to population data owned by a region or country that can be used to fulfil the needs of human life.

Humans are the most important resource in a nation or country. Human resources must be adequate, both in terms of quantity and quality. The quantity is related to the number, density, and mobility of the population. Meanwhile, the quality is mainly seen from several aspects, such as the level of education, the level of health, and the quality of available labour.

B. Economic Independence

➤ Definition of Independence

The term "independence" comes from the basic word "self" which gets the prefix "in-" and the suffix "-ance", then forms a state word or noun. Because independence comes from the word "self", the discussion of independence cannot be separated from the discussion of the development of the self itself, which in Carl Rogers' concept is called the self, because the self is the core of independence.

The term independence indicates a belief in one's own ability to solve problems without help from others. Individuals who are independent as individuals who can solve the problems they face, are able to make their own decisions, have initiative and are creative, without ignoring the environment around them. According to some experts, "independence" refers to psychosocial abilities that include freedom to act, not depending on the abilities of others, not being influenced by the environment, and being free to manage their own needs.

Independence can be interpreted as a person's effort to maintain his survival by breaking away from parents or other people to do something on his own impetus and self-confidence without any influence from the environment and dependence on others, the freedom to take the initiative to manage his own needs and be able to solve problems and obstacles faced without the help of others. Such an ability is only possible if a person has the ability to think carefully about something he does or decides, both in terms of benefits and in terms of the negatives and disadvantages he will experience..

➤ Aspects of Independence

According to Masrun, independence is shown in several forms, namely:

- a) Responsibility, namely the ability to assume responsibility, the ability to complete a task, being able to be accountable for the results of their work, the ability to explain new roles, having principles about what is right and wrong in thinking and acting.

- b) Autonomy, shown by doing one's own tasks, which is a condition shown by actions carried out of one's own will and not the will of others and does not depend on others and has self-confidence and the ability to take care of oneself. Self.
- c) Initiative, shown by the ability to think and act creatively.
- d) Self-Control, strong self-control is shown by controlling actions and emotions being able to overcome problems and the ability to see other people's points of view..

CHAPTER III. RESEARCH METHODS

Qualitative research type through phenomenological approach

CHAPTER IV. DISCUSSION

1. The Condition Of The Human Resources Of Indonesian Society

The quality of human resources is an important component in every development movement. Only high quality human resources can accelerate the nation's development. A large population, if not followed by adequate quality, will only be a burden to development. The quality of the population is the state of the population both individually and in groups based on the level of progress that has been achieved. In order to become a strong human resource, the population must have adequate quality so that it can become an effective development capital. Without an increase in quality, a large population will cause various problems and become a burden to development.

Analyses of the quality of human resources are often divided into physical quality and non-physical quality. Indicators that can describe the physical quality of the population include the level of education, the degree of health, and the quality of life index. Non-physical quality includes the spiritual quality of religion, labour, work ethic, the quality of personality in society, and the quality of relationships in harmony with the environment. To date, both the physical and non-physical qualities of Indonesia's human resources are still not as expected. Due to the difficulty of measuring non-physical quality, the benchmark is often the physical quality.

The quality of physical life of the population of each country is different from one another. This difference is caused by the environment, geographical location, and genetic race. Countries located around the equator, the quality of the population is low and these countries are underdeveloped countries in the economic field compared to countries located in subtropical regions. This situation is most likely because the areas around the equator do not recognise the change of seasons as in the sub-tropics, so they can live throughout the year without having difficulty finding shelter, especially in winter. This is what educates the population to be less thoughtful in facing the challenges of nature, and eventually leads to laziness.

With such circumstances, the population around the equator remains poor even though these areas are rich in natural resources. This situation is very different from the situation of the population in the subtropical region, although the area does not have many natural resources, but they are able to master technology, so that the results of mastery of technology make their quality of life better. Indonesia, which prioritises the economic sector as a development priority, has not been able to improve the quality of human resources.

➤ **The three main determinants of HDI (Human Development Index) developed by UNDP are :**

a. Education

The quality of the population in the field of education is very important to know, because it can describe the ability of the population to master the development of science and technology. In the field of education, one of the problems faced by Indonesia is the high dropout rate. Although dropping out of school was already happening long before the monetary crisis, it became more prevalent after Indonesia experienced the monetary crisis.

To measure the level of education of the population, it can be done by looking at data on the population who are still illiterate, elementary school graduates, junior high school graduates, high school graduates, and university graduates. The higher the percentage of the population that still means the quality of the population in the country concerned in terms of education is very low. And in general, the level of education of the Indonesian population is still relatively low and some are still illiterate.

➤ **There are several reasons for this condition in Indonesia, including:**

1. The cost of education is relatively expensive, making it unaffordable for all residents, especially those with low incomes.
2. Interest in sending children to school is still very low, especially in remote rural areas. In remote rural communities, a child is still regarded as a commodity or family economic unit. Many school-age children would rather be employed to help their parents than be sent to school.
3. Educational facilities and infrastructure are still inadequate and disproportionate, especially for secondary schools (junior and senior high schools). The limited capacity of junior and senior high schools means that primary school graduates cannot all be accommodated at the higher levels. Ideally, if the government has established a nine-year compulsory education policy, the proportion of primary and junior secondary schools should be balanced. Therefore, the government must continue to do its utmost to provide cheap and quality education services.
4. Low quality of physical facilities
Many schools and universities have damaged buildings, low ownership and use of learning media, incomplete and damaged library books, non-standard laboratories, and inadequate use of information technology. Even worse, there are still many schools that do not have their own buildings, do not have libraries, and do not have laboratories..
5. Low teacher quality.
The state of teachers in Indonesia is very concerning. Most teachers do not have sufficient professionalism to carry out their duties as stated in Article 39 of Law No.20/2003, namely planning learning, implementing learning, assessing learning outcomes, providing guidance, conducting training, conducting research, and community service. Most teachers in Indonesia are said to be unfit to teach. This is clearly related to the teacher's level of education, which is only up to SPG (senior high school) or has a D2 education and below.
6. Low teacher welfare
The low welfare of teachers has contributed to the low quality of education in Indonesia. According to FGII (Federation of Independent Teachers of Indonesia) in mid-2005, teachers should ideally have a monthly salary of Rp 3,000,000. However, the current average salary for civil servant teachers is Rp 1,500,000, auxiliary teachers Rp 460,000, and honorary teachers an average of Rp 10,000 per hour. With this kind of income, many teachers do side jobs. Some teach again in other schools, give

tutoring in the afternoon, become motorcycle taxi drivers, book/LKS traders, mobile phone and pulse traders, and so on.

These circumstances also contribute to the quality of a teacher. If teachers in Indonesia were prosperous, they would focus all their activities on carrying out their duties.

The low level of education of the population is a problem that needs to be addressed. If not addressed immediately, the problem will become more severe and complex.

➤ **Some of the efforts that need to be made to deal with the problem of low levels of education include:**

1. Expanding learning opportunities, both through school and out-of-school education channels. In addition, efforts need to be made to raise public awareness that education is a strategic medium to improve the quality of human resources.
2. Reducing the cost of education and waiving fees for those who cannot afford it, as well as providing scholarships for outstanding students. The Constitution also states that every citizen has the right to education and teaching. Therefore, it is the government's obligation to provide quality and affordable education services.
3. Increase the number and quality of educational facilities and infrastructure, such as school buildings, laboratories, libraries, learning media and the appointment of professional teachers and education experts.

b. Health

In addition to education, the health of the population is an important factor that needs to be improved, because if the population continues to be sick, it will affect the level of productivity. This means that the more sick the population is, the lower the quality of the population based on the level of health.

The condition of child health and nutrition in Indonesia is still a cause for concern. In addition to low coverage, the programmes are fragmented and do not address the holistic needs of children's growth and development. The low coverage and quality of early childhood development programmes has resulted in the poor condition of Indonesian children, which is indicated by low levels of health and nutrition.

The problem of malnutrition in children can be shown by the lack of energy and protein (macronutrients) and micronutrients (especially vitamin A deficiency, anaemia, iodine deficiency). Until the year 2000, the nutritional situation of the community showed progress, with a decrease in the number of people suffering from major nutritional problems (protein, carbohydrates) in various age groups. However, since 2000 there has been an increase in malnutrition among children under five years of age, including malnutrition.

Low levels of health and nutrition in early childhood are more prevalent among children from poor families and those living in rural areas, as well as in areas with inadequate provision of basic social services..

Meanwhile, to improve/equalise the quality and quantity of affordable health services, it is realised through revitalising the basic health system by expanding an effective and efficient network including Posyandu and Polindes, increasing the number and quality of health workers/revitalising PKK

cadres, establishing minimum health service standards for comprehensive health system performance, and improving information systems at all levels of government..

Surveillance and monitoring efforts are carried out through increasing community participation in reporting important matters, allocating budgets and personnel during outbreak investigation, control and rapid response, improving early warning systems / emergency support, and applying the National Pandemic Preparedness Plan.

For health funding, the Ministry of Health will increase the national health sector budget through the State Budget (APBN) by 5-15%, increase the regional health budget through the APBD by 15%, eliminate the mandatory deposit of health service results in the regions, increase the transfer of funds from the centre to the regional health sector through special allocation funds (DAK), deconcentration funds (Dekon), increase the budget for prevention and promotion and establish a national social health insurance system (Askeskin).

Furthermore, the Minister of Health emphasised that to implement health development guidance, political support is needed in an effort to reduce the maternal mortality rate (MMR) and infant mortality rate (IMR). In addition, all villages must have qualified midwives supported by adequate operational support. So far, all villages have a Village Birthing Centre equipped with adequate facilities and operational costs.

All Puskesmas are staffed with doctors, supported by paramedical and non-medical staff according to standards and equipped with adequate facilities and operational costs. All Puskesmas are also able to provide basic obstetric and neonatal care (PONED). Meanwhile, all district hospitals are capable of providing comprehensive obstetric and neonatal care (PONEK). Finally, the willingness and awareness of the population is needed to improve the health status of mothers and children.

c. Economy

Human resources are one of the factors in economic change. In the sense of how to create quality human resources that have skills and are highly competitive. In relation to this, there are important things that concern the condition of Indonesia's human resources, namely:

First, there is an imbalance between the number of job opportunities and the labour force. The size of the national labour force during the economic crisis was around 92.73 million people, while the number of job opportunities available was only around 87.67 million people, and there were around 5.06 million people who were openly unemployed (open unemployment). This figure increased steadily during the economic crisis, which now amounts to around 8 million.

Second, the education level of the labour force is still relatively low. The education structure of the Indonesian labour force is still dominated by primary education, which is around 63.2%. These two problems indicate that there is a scarcity of employment opportunities and the low quality of the national labour force in various sectors of the economy.

The sluggish business world due to the prolonged economic crisis has resulted in low employment opportunities, especially for university graduates. On the other hand, the number of labour force graduates continues to increase. The limited job opportunities for university graduates have resulted in an increasing number of undergraduate unemployment in Indonesia'.

The phenomenon of increasing undergraduate unemployment should make universities responsible. The phenomenon of undergraduate unemployment is a criticism of universities, because of their inability to create an educational climate that supports students' entrepreneurial abilities.

This human resource problem has caused the development process to be undermined by inadequate labour productivity. That is why the development success that has been boasted for 32 years with an average growth rate of 7%, only comes from intensive utilisation of natural resources (forests and mining products), foreign capital flows in the form of loans and direct investment. Thus, it did not come from the ability of high human resource productivity.

The prolonged national economic downturn to date is evidence of development failure due to the low quality of human resources (HR) in the face of economic competition. This fact has not yet become a realisation for the Indonesian people to return to correct the mistakes of the past.

The low allocation of APDN for the education sector is serious from the central government towards improving the quality of human resources (HR). In fact, it is time for improvement both at the central and regional levels to seriously build quality human resources (HR). Now is no longer the time for Indonesia to build an economy with foreign powers. But the Indonesian people should correctly and appropriately utilise the potential resources owned with high human resource capabilities as a force in building the national economy.

2. Condition of human resources on economic independence

Until now, the quality of human resources in Indonesia is still relatively low. BPS data shows that the workforce in Indonesia is still dominated by elementary school graduates and below (no/never been to school/not yet graduated from elementary school), at 39.10 per cent (February 2022).

Workers with junior high school education amounted to 18.23 per cent, senior high school 18.23 per cent and vocational school 11.95 per cent. Meanwhile, workers with a final education of diploma I/II/III and university only amounted to 12.60 per cent (BPS, 2022). One of the important factors in improving the quality of human resources is education and training that can adapt to social changes in society.

On the other hand, data related to unemployment based on the latest education is dominated by vocational schools at 10.38 per cent (February 2022). Unemployment with primary school education and below was 3.09 per cent, junior high school was 5.61 per cent, high school was 8.35 per cent. Meanwhile, unemployment with a diploma was 6.09 per cent and university was 6.17 per cent (BPS, 2022).

The Indonesian government is currently aggressively producing superior quality human resources as the main capital in achieving national development goals and can compete in all fields in the global realm. In addition, with superior human resources, the standard of living of the community and the economy will also increase. Innovation and creativity are the main keys to improving the quality of human resources in the era of globalisation. The current economic and social dynamics prove that creativity and innovation provide choices, opportunities and a huge impact on improving human resources (Suciu, et al., 2018).

Along with the development of the current industrial revolution, the business world opens wide job opportunities based on creativity and innovation. The development of domestic industry currently requires qualified, innovative and creative human resources as the spearhead of economic competitiveness. The main problem faced by Indonesia today is the mismatch between education and the business world..

Educational mismatches illustrate that the educational background of the workforce does not match the needs of employers/industry (Effendi, et al., 2019). Many countries, including Indonesia, are

less successful in providing education because stakeholders do not understand the concept, so the curriculum is only aimed at academics that are not implementable in the industry (Suharno, et al., 2020). In order to prepare a workforce that is competitive, skilled, qualified, and relevant to the growing demands of the world of work, collaboration between education and the work industry is needed. Because of this, the government actively encourages the involvement of the business world and the industrial world (DUDI) to support and develop human resources in the projection of vocational revitalisation. Therefore, the business world has high hopes for the government's vision to revitalise vocational education and training, which is marked by the issuance of Presidential Regulation Number 68 of 2022. This regulation regulates the preparation of the Labour Market Information System by the Ministry of Labour.

The issue of Indonesia's low human resources, especially its labour force, is not something that needs to be covered up. The news that Indonesia is the world's largest exporter of unskilled labour is a fact. According to data from the National Agency for the Placement and Protection of Indonesian Migrant Workers (BNP2TKI), during January-August 2017, a total of 148,258 migrant workers were deployed to countries in the Asia-Pacific region, the Americas, the Middle East and Europe. The placement of these workers is divided into two sectors, formal and informal. Jobs in the formal sector include domestic helpers, and the informal sector includes labourers and employees. In terms of educational background, migrant workers who work abroad are still dominated by elementary and junior high school graduates with 65%.

Looking at these facts, the need to improve the quality of Indonesia's human resources is non-negotiable. Especially in the midst of the current era of globalisation, human resources who master science and technology (IPTEK) are needed in various sectors. Actually, the existence of Indonesia's abundant human resources (approximately 232, 516.8 million people) has considerable potential in leading the economy, especially in the Southeast Asian region because the percentage of its population is 40.58% more than other ASEAN member countries. However, in terms of the quality of human resources, Indonesia's position (although improved compared to last year) is still below ASEAN countries.

From the World Economic Forum (WEF) report, in a report entitled Global Human Capital Report 2017 which examines the quality of human resources in 130 countries, based on a number of indicators used, Indonesia is 65th. While Singapore (ranked 11th), Malaysia (33rd), Thailand (40th) and the Philippines (50th). The indicators used in this report are capacity (worker ability, based on literacy and education), deployment (worker participation rate and unemployment rate), development (level and participation of education), and know-how (level of knowledge and ability of workers and availability of resources) in each country. Unskilled labour is the largest part of the Indonesian workforce. What is meant by unskilled labour is labour outside of educated labour and trained labour. This type of labour generally has the most basic formal education and does not have sufficient expertise in addition to having no work experience so that the work assigned to it does not require specific skills. A worker who has graduated from primary school, junior high school, or not graduated from high school is categorised as unskilled labour. Such workers, who are often placed as manual labourers and domestic helpers abroad, have many disadvantages and disadvantages. Apart from being paid cheaply, they are also vulnerable to human rights violations that can be committed by their service users in the workplace. These uneducated workers also have a very low bargaining position in the national and global labour market.

Indonesia in terms of quantity (number) as explained earlier Indonesia's position is actually very favourable. In 2020-2030 Indonesia is predicted to get a demographic bonus. This means that the number of working age people aged 15-64 years reaches 70% and 30% are non-productive age people (14 years and under and 65 years and over). This means that in the next 3-13 years, Indonesia will have many human resources who are at the peak of productive age. The productive age will reach 180 million, while the non-productive age is only 60 million. Why is this productive age important? Because this will affect the population dependency rate. If the level of productive population is high, the population dependency rate will be low. The population dependency rate is the rate at which the productive population supports the non-productive population (old age and children). From these figures, it is estimated that the dependency rate is 44 per 100 productive people. The abundance of the working-age population is beneficial because it can spur economic growth to a higher level. The impact is also to increase the welfare of society as a whole. Looking at the facts about Indonesia's human resources, especially its workforce, it would be nice if the demographic bonus opportunity that will occur soon is utilised as well as possible by all parties, apart from the government of course. It is conceivable that if the number of educated Indonesian workers increases further in the coming years, it is not impossible for Indonesia to dominate the world economy. In addition to controlling the labour market with its demographic bonus, Indonesia also does not lose its abundant domestic market. In other words, the high number of educated workers will create many jobs in the country, open various business opportunities, and will absorb labour. People will not only be consumers of various foreign products, but also producers of various goods and services, both at home and abroad.

3. Strategies to improve human resources excellence in order to form community economic independence

Human resource development can be defined as an effort to prepare people both as individuals and as members of society with all their positions. This means that the effort is not limited to fostering physical abilities but also mental abilities as a supporter of a culture. Thus, human resource development must be able to prepare a person's physical skills so that he can meet the needs of his life and his dependents.

Human resource development must also be able to prepare a person to play a social role steadily in accordance with his position in society. Therefore, the practice of effective communication or social interaction is only possible if there are institutions that are realised on the basis of values, so human resource development means active efforts to instil attitudes and skills in community members in accordance with the prevailing values as a guide to life that returns their social behaviour patterns.

Through the process of enculturation as education in the broadest sense, human resource development is expected to be able to produce strong Indonesian people both as individuals, as members of a community or as active supporters of a culture. Thus, the full Indonesian man is not only able to try to fulfil the basic needs for himself or his dependents, but together with other members of society he is able to achieve common goals effectively.

In addition, as a supporter of culture, he must be able to develop creative ideas to work towards cultural renewal on the basis of local traditions and selectively also on the basis of foreign cultural influences that will enrich the idea system, social system, and technological system needed in facing the challenges of the next life.

Improving the quality of human resources from a non-physical perspective is prioritised on aspects related to the formation of the whole Indonesian human being. Namely, faith which is related to the harmony of human relations with God the Creator, character which is related to the harmony of relations between fellow humans and society, and reason which is related to the harmony of human relations with the natural environment.

There are several problems faced in developing Indonesia's human resources from a cultural perspective.

1. The fact that the Indonesian nation lives in a pluralistic society consisting of many ethnic groups and groups with diverse cultural backgrounds that become the frame of reference in social relations.
2. In connection with development, which is essentially an effort to improve welfare in all fields. In its implementation, which is carried out in a relatively short period of time, many foreign technologies and sciences are adopted to accelerate the process. As a result, it will require adaptation (absorption) into the existing cultural system and may even shift values that are no longer appropriate or develop values that are more suitable for the demands of development.

It is almost impossible for a society today to avoid inter-national and cross-cultural interaction. Communication and transport equipment supported by modern technology facilitate and increase the intensity of cultural contacts. Whether directly or indirectly, people can communicate without knowing the limits of geographical, political or cultural environments.

To overcome the first problem, a social system is needed that is able to control the association between fellow residents regardless of ethnic or group origin. However, to develop an adequate social system requires a foundation that is accepted as a common frame of reference, namely culture as a system of values, vital ideas and beliefs. In this regard, the government has endeavoured to develop a national culture that is expected to dominate the social life of the Indonesian people as a whole.

These social systems will be realised when people have internalised culture as a value system of vital ideas and beliefs that will become the frame of reference that will dominate the behavioural patterns of members of Indonesian society, which should be directed towards the cultivation and appreciation of the values of ideas and beliefs that are mutually agreed upon as guidelines for state and social life.

Enculturation is also related to the development process, which is essentially an effort to improve the welfare of living together. However, efforts to improve the welfare of living together. However, welfare improvement efforts planned and organised in a relatively short period of time often cause many problems. The effort to improve welfare encourages people to quickly bring in foreign science and technology and is not necessarily the same as the culture that dominates the social life of the Indonesian people. The imported technological system will eventually require adjustments to the social system or interaction patterns of the local population, which will sooner or later shift local cultural values.

Not all technology and science absorbed will cause changes in the local social system and idea system. However, to overcome the possibility of tension, it is fitting that every Indonesian citizen is equipped and strengthened their awareness with adequate cultural knowledge so that they can later selectively and actively absorb foreign cultural influences. In addition, with adequate cultural knowledge every Indonesian citizen will be able to see, understand and select the symptoms and challenges faced to then plan and determine attitudes or actions in accordance with values. With the same cultural knowledge, it is expected that every Indonesian citizen will be able to respond to all challenges arising from their environment and historical developments without ensuring innovative creativity in responding

to cultural dynamics both due to the influence of fellow Indonesian cultures that grow and develop in the region and due to the influence of foreign cultures that will enrich national culture..

Human resources must be fostered and directed appropriately in order to develop their potential, including:

1. Professional human beings, who have expertise and skills so that they are able to work more productively.
2. Human beings who develop their intellectual abilities so that they are able to become pioneers of societal change.
3. Self-employed people who are able to create jobs for themselves, not depending on employment opportunities created by the government, but also able to create jobs for others.

CONCLUSIONS

Building economic independence must begin with building the quality of human resources, until now the economic independence of the Indonesian people has not been able to be implemented due to many factors including low quality of education, low enthusiasm in studying, income levels and quality of nutrition that is not appropriate so that it affects the quality of human resources. for that economic independence will increase if in line with the increasing quality and quantity of human resources of the Indonesian people..

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