



EXAMINING THE DIGNITY OF INDONESIAN LANGUAGE IN THE ERA OF INDUSTRY 4.0

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| Article history: | Abstract: |
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| <p>Received: October 7th 2021 Accepted: November 7th 2021 Published: December 18th 2021</p> | <p>This paper aims to explain (1) the dignity of Indonesian education in terms of the system, (2) the dignity of Indonesian education based on competition and performance allowances, and (3) the dignity of Indonesian education based on learning resources and media. The method employed is descriptive qualitative. Data collection techniques used are documentation, observation, and interviews. The results show that first, the quality of education in Indonesia based on the system is (1) ranked 69th out of 127 countries in 2008, (2) grades oriented, (3) open, (4) informal, non-formal, and formal, (5) based on Pancasila, (6) focusing on (i) cultural and language education, (ii) vocational, (iii) independent campuses, (iv) improving curriculum quality, (v) digitizing schools, (vi) increasing education funding, and (viii) improving the quality of teaching staff, (7) implementing 9-12 year compulsory education, (8) organized by the Ministry of Education and Culture, the Ministry of Research, Technology, and Higher Education, and the Ministry of Religion, (9) having a curriculum prepared by experienced experts, (10) having a theoretical curriculum, (11) has a diverse education system, (12) uses a zoning system in admitting new students, and (13) the learning is still material-oriented. Second, the quality of Indonesian education based on workload and performance allowances shows (1) teachers are charged with 24-40 hours of lessons while lecturers are 12-16 credits, and (2) the workload and performance allowances of educators are not balanced. Third, the dignity of Indonesian education based on learning resources and media is quite adequate but has the opportunity to plunge generations Y, Z, and Alpha. The types of print media used are books, magazines, and newspapers, while the digital media used are cellphones, laptops, television, Instagram, telegram, google meetings, WhatsApp groups, and Facebook.</p> |

Keywords: Examine, The Dignity Of Education, Indonesia, Industry 4.0

INTRODUCTION

The dignity of education in Indonesia is currently experiencing great shocks due to the enormity of modernization. This condition has been exacerbated by the outbreak of the covid virus since 2019 (Covid-19), which has hit the whole world. The dignity of education in Indonesia is currently experiencing great shocks due to the enormity of modernization. This condition has been exacerbated by the outbreak of the covid virus since 2019 (Covid-19), which has hit the whole world. Discussions about education cannot be separated from educators (teachers and lecturers). The word '*guru*' (teacher) is etymologically derived from the Sanskrit language, which refers to someone who gives spiritual guidance. Adjectively, the word '*guru*' means heavy, full of authority (dignity), and great, which should be owned by someone in charge of guiding or teaching others. The word '*teacher*' based on its origin and history denotes a dignified and respected profession. The teacher's main job is not only teaching but also educating (Sari: Tt: 3).

In Act of the Republic of Indonesia Number 20 Year 2003 on National Education System, it is mandated that "The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible." This statement indicates that the function of education for the state is to shape and develop character and civilization and to educate the nation. Character building needs a mentor, actor of knowledge, and value transfer, which is a determining factor for Indonesia's economic revival based on human resource development (Sari: Tt:1).

To carry out the mandate of Act Number 20 Year 2003 mentioned earlier, Danim (2013:2-3) has accumulated the opinions of various experts into the following seven solid and meaningful formulations.

Education is a process of human civilization and civilization. Education is the activity of all essential human potential through interaction between mature and immature humans. Education is a genuine humanity and humanization process, with or without intention. Education is a process of human dignity towards the peak of optimizing its cognitive, affective, and psychomotor potential. Education is the process of guiding, training, and leading humans to avoid or get out of ignorance and duping. Education is a metamorphosis of behavior towards true maturity. Education can be defined as an elevation process that is carried out non-discriminatory, dynamic, and intensively towards individual maturity... the process is carried out continuously.

The seven educational formulations convey the message that education must be carried out (1) following the process, (2) elevatory, (3) non-discriminatory, (4) dynamic, (5) intensive, (6) mature, (7) continuous, (8) adaptive, and (9) non-military. Educators have carried out these nine messages in learning. However, certain parties still have discriminatory and immature actions against educators just for reprimanding or advising students in a relatively high tone. Educators still receive much inappropriate treatment through print and digital mass media. These phenomena are a cause for concern.

From the perspective of Elfindi et al. (2012:92), these messages can be integrated into four main pillars: (1) perfect, including comprehensive, logical, effective, and efficient, (2) integrity, including honest, sincere, loyal, decisive, determined, working hard, trusted, and involved, (3) constructive, including positive, creative, initiative, proactive, solutive, imaginative, and successful, and (4) integrative, including working in a team, adaptive, sharing, polite, communicative, service control, on time.

Industry 4.0 and 5.0 are the era of modernization. These eras have impacted shifting various things, especially regarding the dignity of education. Ruskin (in Danim, 2013:23) states that modern education has dedicated itself to the teaching of impudence, and then we complain that we can no longer control our mobs."

Ruskin's statement is true. When the author was in elementary school around 1967, she was stuffed with memorizing the multiplication of numbers 1 to 10 and writing beautifully. These activities have never been forgotten until now. Memorizing multiplication is very useful in further learning. For example, at the higher education level, especially in the Indonesian Language Education Study Program, there are courses on Evaluation of Learning Indonesian Language and Literature and Statistics in Languages. Both courses require quick calculation skills. Most of the students participating in these two courses cannot immediately answer when asked about the multiplication of two specific numbers. Likewise, when writing an assignment. Their writing is hard to read and has some spelling errors.

In fact, these two activities are no longer carried out in schools at all levels. As a result, when the author asks students to work on evaluation and statistical questions related to values and their ranges, they have difficulty solving them without the help of digital gadgets. This phenomenon is one of the characteristics of the generation born in industry 4.0.

The era of Industry 4.0, 5.0, and the Coronavirus, on the one hand, had a positive impact on improving the quality of education. However, on the other hand, they have destroyed the national education system, which was launched since the publication of Act Number 20 Year 2003. In fact, the Act has been operationally stated in the Government Regulation on National Education Standards, which have been amended several times, starting with the Government Regulation No. 19 of 2005, Government Regulation No. 32 of 2013, Government Regulation No. 13 of 2015, and currently Government Regulation No. 57 of 2021. These standards apply to all types and levels of education, whether formal, informal, or non-formal at the elementary, junior high, high school, and university levels.

As educators, teachers are often pinned with "a figure who humanizes humans to become humans" and "unsung heroes." The embedding seems to contradict reality. Heroes who gave birth to a generation of national leaders who are mature and dignified, from the President to the Headmaster, have their dignity ignored by being pinned with "unsung heroes."

RESEARCH METHOD

This paper uses a descriptive qualitative method. In this case, the researcher is the key instrument. Data were obtained through documentation studies, observations, and interviews. Document studies are used to obtain reliable primary and secondary written data relating to the education system, workload and performance allowances for educators, educational resources and media, and educational infrastructure and facilities. Observations are used to obtain actual data based on the results of the documentation study. In other words, the observation technique is carried out to obtain information about the synergy between the expectations obtained through the study of documentation (theoretical studies) and reality (realization). Interviews were used to clarify the accuracy of the data obtained through documentation and observation studies. Informants interviewed were educators in Elementary, Junior High, High School/Vocational/Islamic High schools, and universities in Gorontalo Province.

RESULTS AND DISCUSSION

The Dignity of Education Based on the System

Based on the system, education in Indonesia is still much lower than in other countries, especially at the ASEAN level. Dadang (2005:1) states that "The dignity of education in Indonesia is unclear." The support for this statement is

shown by the fact that there is one elementary school in Bojonegoro which only has one teacher. This phenomenon is just one of the thousands of unspoken realities.

Hidayat (2020:1) states that based on the Education Development Index (EDI) data in 2008, the quality of education in Indonesia was ranked 69th out of 127 countries in the world. Indonesia is below Brunei Darussalam at the ASEAN level, which ranks 34th. Furthermore, the results of the PISA study states that Indonesia scored 371 for the reading category, 379 for mathematics, and 396 for science. Indonesia lags behind Malaysia, which is in 56th place, with a score of 415 for reading, 440 for math, and 438 for science.

UNESCO data (2000) shows that out of 174 countries, Indonesia was ranked 102nd in 1996, 99th in 1997, 105th in 1998, and 109th in 1999. According to a survey by Political and Economic Risk Consultant (PERC), the quality of education in Indonesia is ranked 12th out of 12 countries in Asia (<https://www.kompasiana.com/martinus44557687/5fde04b98ede483064410923/kualitas-pendidikan-di-indonesia>).

This fact shows that the education system in Indonesia is still shackled. In the education system in Industry 4.0, teachers should no longer be the primary resource persons in the learning system but as companions, encouragement, and facilitators. It means that to make the 4.0 education system a success, educators must encourage students to be more active. The fact shows that the education system in Indonesia still adheres to education 2.0, where schools are like factories. In fact, it is the era of education 4.0, the era of artificial intelligence (<https://www.dw.com/id/rank-6-terbawah-indonesia-diminta-tinggalkan-sistem-Pendidikan-feudalistik/a-51541997>, accessed on 5 December 2021). Plutarch (in Syafii, 2020: 3) states, "The mind is not a vessel to be filled, but a fire to be ignited." Thoughts that bring about change start from preparing the right mind axis, not short and not too long and convoluted. This expectation is inversely proportional to the existence of online education. Although it seems more practical, efficient, and more contemporary, it is not easy to find an example in it.

The Minister of Education and Research and Technology of the Republic of Indonesia acknowledged the backwardness of the education system in Indonesia in the Bangkit Bareng Webinar on Tuesday, 28 September. Indonesia lags behind in numeracy literacy and science compared to neighboring and other countries. In reading, science, and mathematics, Indonesia's score is low and ranks 74th out of 79 countries. In reading ability, Indonesia is ranked 6th from the bottom (74) with an average score of 371, whereas in 2015, it was ranked 64th. In mathematics, Indonesia is ranked 7th from the bottom (73) with an average score of 379, whereas in 2015, it was ranked 63rd. While in the science category, Indonesia was ranked 9th from the bottom (71), with an average score of 396, wherein 2015 it was ranked 62. The pandemic has also worsened conditions in areas where the socioeconomic level is still low. Therefore, it is feared that learning loss will widen. "We see that access to the internet and gadgets exacerbates this inequality," said Nadiem (<https://www.jawapos.com/nasional/education/28/09/2021/nadiem-makarim-akui-sistem-Pendidikan-indonesia-already-lost/,4-11-2021>)

Based on the examination of the education system in Indonesia, (<https://www.kompasiana.com/martinus44557687/5fde04b98ede483064410923/kualitas-pendidikan-di-indonesia-5-12-2021>), it was found that the education system in Indonesia: (1) use more material in each learning process, (2) educators still force students to learn everything regardless of their needs, interests, and talents, (3) teachers prioritize grades over honesty, (4) teacher salaries are low that many do not want to be teachers, (5) study hours are too long, so students find it challenging to develop their interests and talents through extracurricular activities and student organizations, fatigue, and easily stressed, dan (6) the cost of education from kindergarten to college is expensive.

Specifically for point (4), the fact shows that around 728,461 teachers receive inadequate salaries (much lower than the Provincial/District/City minimum wages for workers). This fact was revealed on Teacher's Day on 25 November 2021 (jppn in Harian Gorontalo Pos, Friday 26 November 2021:1 and 7). Furthermore, the Minister of Education and Technology (Gorontalo Pos, 2021:12) acknowledged that educational inequality is still a challenge. The challenges in question are (1) geographical and sociological inequality which causes Indonesian children to have uneven access to education during the pandemic, (2) equitable access to education which always overrides socio-cultural integration and environmental conservation (cnn Indonesia.com/mln/gill).

To get a clear picture of the education system in Indonesia, the author refers to one of the countries with the best education system in the world, Finland. Septiyana (2020:1) describes the education system in this country as follows: (1) before going to formal school, children learn how to be children; (2) compulsory education is for only nine years; (3) children start formal schooling at the age of 7 years old; (4) before entering formal school, children are registered in Daycare and Kindergarten; (5) Daycare and Kindergarten costs are borne by the government / free of charge, (6) 43% of students attend vocational schools; (7) students graduated from high school at the age of 16 on average; (8) after graduating from high school, they are free to choose their own school of interest; (9) education does not focus on grades; (10) students take the national matriculation exam at the age of 16; (11) there are no private schools (all schools are funded by the government); (12) there is no ranking of schools, regions, teachers, and students; (13), education does not focus on competence; (14) quite a lot of rest time; (14) every 45 minutes of study, students get a break of 15 minutes; (16) not much homework; (17) teachers are free to determine their own learning styles and ideas; (18) the quality of professional educators is highly respected, (19) teachers earn higher salaries than those in other countries (Indonesia); (20) teachers must have at least a master's degree.

The only ASEAN country included in the best education system is Singapore. The quality of education in Singapore is one of the best globally. Last year (2020), the country was ranked 19th globally. Even though this year they have dropped to 21 in the world, they are still the best in ASEAN. (<https://www.kalderanews.com/2021/08/5-besar-negara->

asean-dengan-pendidikan-terbaik-2021-apakah-indonesia-salah-satunya/). In Singapore: (1) Education is a priority in economic development; (2) The curriculum focuses on teaching specific subjects and problem-solving skills; (3) the learning culture is conducive; (4) The system is accountable; (5) The purpose of education is proper; and (6) the learning path is differentiated.

Considering this condition, the Ministry of Education and Culture targets achievements in 2020 and targets for 2021, which were proclaimed on 5 January 2021. (<https://www.kemdikbud.go.id/main/blog/2021/01/kemendikbud-sampaikan-capaian-tahun-2020-dan-sasaran-tahun-2021>).

Achievements in 2020

Throughout 2020, the Ministry of Education and Culture presented the first to sixth parts of the Freedom to Learn program. In this program: (1) The Ministry of Education and Culture stipulates four main education policy programs, including abolishing the National Standard School Examination (USBN), replacing the National Examination (UN), simplifying the Classroom Teaching Plan (RPP), and reorganizing the New Student Admissions (PPDB); (2) The Ministry of Education and Culture makes adjustments in the scope of higher education, including the opening of new study programs, establishment of a higher education accreditation system, procurement of State Universities with Legal Entities, and provision of three semesters of study outside the study program; (3) The Ministry of Education and Culture changes the mechanism for the School Operational Assistance (BOS) fund for the 2020 fiscal year; (4) The Ministry of Education and Culture launches the Mobilization Organization Program (POP); (6) Teacher Mover is announced on 3 July, 2020; and (7) the fund transformation is launched on 3 November 2020 and inaugurated by the President of the Republic of Indonesia, Joko Widodo.

Policy Achievements during the Covid-19 Pandemic

During the Covid-19 pandemic, the Ministry of Education and Culture made several breakthroughs that were carried out quickly and massively. These breakthroughs include (1) providing Affirmation BOS Funds and Performance BOS Funds to reduce the impact of the economic downturn on public and private schools; (2) presenting curriculum and learning modules under special conditions to alleviate learning difficulties during the Covid-19 pandemic. This learning module includes a description of activity-based learning for teachers, parents, and students; (3) provide optimal support to students so that they can continue to study well during the Covid-19 pandemic. Higher education leaders can reduce tuition fees and impose new tuition rates for students affected by the pandemic. In addition, students are not required to pay tuition fees if they are on leave or do not take credits at all. For example, if they are waiting for graduation; (4) providing UKT funds or tuition assistance to 410 thousand students in semesters 3, 5, and 7 at State and Private Universities using the Smart Indonesia Card (KIP) budget and lectures at the Education Financing Service Center, (5) providing subsidy assistance to 1,634,832 PTK PAUD, Elementary and Secondary Education, 374,836 PTK for Higher Education, and 48,000 culturalists and artists, (6) accompanying street musicians since the beginning of the pandemic; (7) distributing internet data assistance to support learning from home during the Covid-19 pandemic for 35,725 million students and educators; (8) Creating the Rumah Belajar portal with 7.79 million new users and 105.532 million visitors in 2020; (9) Assisting 13 Teaching Hospitals as Covid-19 Handling Centers and producing 1,600 product modifications or innovations to deal with Covid-19; (10) Accepting 20,690 students working in the health sector to become volunteers to control Covid-19; (11) improving the quality and capacity of Teaching Hospitals and Faculty of Medicine which initially targeted 26 hospitals, but the realization reached 66 teaching hospitals/Faculty of Medicine in public and private universities. In addition, the Directorate General of Higher Education has also facilitated 235 institutions to produce personal protective equipment (PPE) and reagents and Covid-19 detection tools with RT-PCR; and (12) launching the 3M Health Protocol Behavior Change Guidelines in 77 local languages through The Agency for Language Development and Cultivation. In this program, the author is one of the participants in translating the guideline into the local language of Suwawa in Gorontalo Province.

Free Learning Priority Program Target in 2021

In 2021, the Ministry of Education and Culture will continue transforming education and promoting culture. The Minister of Education and Culture explained, "The massive transformation strategy and relentless work may be misinterpreted as an unfocused transformation effort. However, if it is understood more deeply, everything that the Ministry of Education and Culture does is aimed at quality education for all Indonesian people". In this case, the Minister of Education and Culture explains four main strategies: (1) developing infrastructure and technology, (2) strengthening policies, procedures, and funding, (3) strengthening leadership, society, and culture, and (4) strengthening curriculum, pedagogy, and assessment. These policies lead to efforts to bring about a meaningful transformation and bring this nation to progress.

Furthermore, The Freedom to Learn 2021 focuses on eight priorities: (1) education financing, including through the Smart Indonesia Card (KIP) with a target of 1.095 million university students, School KIP with a target of 17.9 million students, special services for the community education and disasters with the target of 42,896 schools, teacher professional allowance with a target of 363 thousand teachers, development of Indonesian Overseas Schools (SILN), and provision of assistance to 13 SILN and 2,236 institutions; (2) the program for digitizing schools and learning media through four digital platform strengthening systems, eight integrated services from the Ministry of Education and Culture, public relations and media, 345 models of teaching materials and digital education media models, and the provision of educational facilities for 16,844 schools; (3) coaching students, achievements, and talents, and strengthening their character. This priority will be created through three advocacy assistance services and character strengthening, student development by 345 local governments, and improvement of achievement and talent

management to 13,505 students; (4) providing education to 19,624 Mover Teachers, certification of 10,000 teachers and education personnel, recruitment of Government Employees with Employment Agreements (PPPK) by 548 local governments, and quality assurance of Mobilization School and Mobilization Organization for 20,438 teachers; (5) conducting new curriculum training to 62,948 teachers and education personnel, mentoring and disseminating curriculum implementation and assessment in 428,957 schools, developing 4,515 curriculum and bookkeeping models, and accreditation and national education standards in 94,912 institutions; (6) revitalizing 900 industry 4.0-based Vocational Schools, supporting and accelerating link and match and partnerships with 5,690 people and 250 the Business and Industrial World (DUDI), supporting the achievement of the Main Performance Index at 47 Vocational State Universities, conducting skills education employment and entrepreneurial skills education for 66,676 people, strengthening vocational higher education in 200 study programs, competency certification for 300 lecturers, strengthening PNPB/BLU education for 75 universities, and strengthening infrastructure in eight universities; (7) supporting the achievement of the Main Performance Index (IKU) in 75 State Universities (BOPTN), increasing higher education institutions, providing competitive funds and matching fun for State and Private Universities, improving the quality of human resources, improving the quality of learning and student affairs to produce 50 thousand entrepreneurial students 400 thousand Independent Campus students, 660 study programs related to digital learning innovation, and developing higher education institutions; (8) providing appreciation and improving the quality of human resources to 5,225 people in 994 education units, conducting public activities and programs with a target of 619,515 people, 450 services, 352 activities and a holistic platform, managing 72,305 cultural heritage and intangible cultural heritage units, strengthening villages and cultural facilities to 359 villages and 260 community groups, and providing services of belief and indigenous peoples to 1,031 people in 25 customary areas; 9) carrying out language and literature development for 4,117 language speakers, developing and protecting language and literature for 200 institutions, and carrying out technical tasks for developing, fostering, and protecting language and literature in the regions for 21,132 language speakers; (10) removing or abolishing the National Examination in 2021. These programs are carried out with several considerations (i) the results of the national exam are not a complete representation of learning; they are a representation of memorizing material that causes cheating/dishonesty by test-takers, teachers, and school principals; and (ii) morality, which is an injustice to students who have attended school for six years but are only determined by an exam which is only 2-4 days long (<https://clobas.co.id/sistem-pendidikan/>, 4-11-2021, dapat disaksikan ulang di tautan Youtube <https://youtu.be/0gNamrE3bG0>)

Educational Dignity Examined from the Workload and Performance Allowances of Educators

Educators must have four competencies: pedagogic, professional, personal, and social, with its various sub-elements. These four competencies seem easy to ordinary people in the field of education. However, this workload exceeds the maximum limit of 40 hours of lessons required for teachers and 16 credits for lecturers in practice.

The minimum and maximum limits only apply in class/practice. While the time used for preparation such as analyzing and designing various learning components (Annual Programs, Semester Programs, Syllabus, Lesson Plans), analyzing student needs, analyzing Core Competencies and Basic Competencies, analyzing learning material from various sources, designing learning media, designing evaluations, evaluating, checking answers, processing, and writing them down in student report cards, and taking remedies (if necessary). If it is taken into account, the workload of educators exceeds the maximum limit (40-60 hours of lessons) per week and even per day.

The results of interviews with the informants (educators in elementary, junior high, and high school/vocational schools) show that if the standard is at least 24 hours of lessons/week, it is indeed difficult, especially with other additional tasks. The same thing happens in college. The minimum and maximum hours have not considered the time used to prepare proposals, carry out research/services, analyze, and make a written report.

It can be said that half or even the whole soul of an educator is only used to carry out the Three Main Obligations of Higher Education, while other obligations in the family are often neglected. As a result, family members may not communicate for some time. Surakhmad described the educator's nickname "Unsung Heroes" (in Mulyasa, 2007: VI-1X) in the following lines of poetry.

DI DUNIANYA (IN HIS/HER WORLD)

Tanpa sebuah kepalsuan (Without any fake)

Semua guru meyakini (All teachers believe)

Guru artinya ibadah (Guru means worship)

Tanpa sebuah kemunafikan (Without any hypocrisy)

Semua guru berikrar (All teachers vow)

Mengabdikan kemanusiaan (Serving humanity)

Tapi dunianya ternyata tuli (But his/her world turned out to be deaf)

Setuli batu ... tak berhati (as deaf as a stone...heartless)

Otonominya, kompetensinya, profesinya (His autonomy, competence, profession)

Hanya serpuhan pembungkus rasa getir (Just a splash of bitterness wrapping)

Tatkala dunianya tak bersahabat (When his/her world is not friendly)

Tidak mungkin menjadi guru yang guru (It's impossible to be a real teacher)

Hingga ketika guru syuhada (Until when the teacher is martyred)

Tiada tempat di makam pahlawan (There is no place for him in the hero's grave)

DI BATU NISANNYA (ON HIS/HER TOMB STONE)

Di sejuta batu nisan batu tua (On a million tombstones, old stones)
Yang terlupakan oleh sejarah (Forgotten by history)
Terbaca torehan darah kering (dry blood nicks)
 Di sini berbaring seorang guru (Here lies a teacher)
 Semampu...membaca buku usang (As much as he can...reading old books)
 Sambil belajar ... menahan lapar (While studying... holding back hunger)
 Hidup sebulan ... dengan gaji sehari (Living a month... with a day's salary)
Itulah nisan sejuta guru tua (That's the tombstone of a million old teachers)
Yang terlupakan oleh sejarah (Forgotten by history)
Kematiannya tidak ditangisi, (His/her death is not mourned)
Tiada bunga tiada meriam, (No flower no cannon)
Tiada doa tiada ... in memoriam! (No prayer no... in memoriam!)
Tanpa bendera setengah tiang, (Without the flag at half mast)
Sedikit pun sekolah tidak libur, (No school holidays at all)
Hanya seorang guru ... berlalu (Just a teacher... passed)
 Seorang guru tua (An old teacher)
 Dari sejutah pelaku sejarah (From a million historical actors)

DI MATA BANGSANYA (IN THE EYES OF HIS/HER PEOPLE)

Bangkitlah, bangkitlah guruku (Rise up, rise up my teacher)
Kehadiranmu tidak tergantikan (Your presence is irreplaceable)
Biarlah dunia ini menjadi saksi (Let the world be a witness)
 Kau bukan guru negeri (You are not a state teacher)
 Kau bukan guru swasta (You are not a private teacher)
 Kau adalah guru bangsa (You are the nation's teacher)
Kalau engkau mau, kalau saja engkau mau (If you want, if only you want)
Memberikan yang terbaik dan hanya yang terbaik, (to deliver the best and only the best)
Kalau saja engkau mau (if only you want)
 Memanusiakan manusia, (to humanize humans)
 Membudayakan bangsa, (to civilize the nation)
 Mengindonesiakan Nusantara (to indonesianize the archipelago)
 Satu generasi di tanganmu (A generation in your hands)
Seagung sebuah maha karya (As great as a masterpiece)
Satu besok menunggumu (One tomorrow waiting for you)
Indah dari seribu kemarin (More beautiful than a thousand yesterday)
Maha guru bangsa ini (The great teacher of this nation)
Sekaranglah waktunya (Now is the time)

The three poems mean that the noble task of educators is to humanize humans, but the dignity of their sacrifice seems insignificant to some people. An educator is only required to serve and educate the nation intellectually and characteristically. However, sadly, educators are indeed in memoriam and have no place in the hero's graveyard.

From the perspective of Taniredja et al. (2015:7), these phenomena are called the "freeze of the world of education," when freedom of thought in educational institutions is gradually being undermined by a political bureaucracy that determines everything in academic life. This fact causes educators to lose their credibility. This atmosphere has damaged the educational climate that already exists in institutions. For this reason, education reform must be implemented immediately.

In plain view, it can be said that the dignity of educators is still shackled, discriminated against, hegemonized, and dichotomized. Terror and threats still often overshadow educators, although the Minister of Education and Culture of the Republic of Indonesia Regulation No. 10 of 2017 concerning Protection for Educators and Education Personnel has been published.

In addition, lecturers who have occupied the position of Associate Professor are required to produce at least 3 (three) scientific papers published in accredited national journals; or at least 1 (one) scientific work published in an international journal, a patent, or a monumental work of art/design, within 3 (three) years. Professors must produce at least 3 (three) scientific papers published in international journals, or at least 1 (one) scientific work published in a reputable international journal, a patent, or a monumental artwork/design, within 3 (three) years. (Special Obligations of Associate Professors and Professors, Minister of Research, Technology and Higher Education Regulation Number 20 of 2017) (<https://lldikti6.kemdikbud.go.id/beban-kerja-dosen/>, 5-11-2021)

Educational Dignity Examined from the Learning Resources and Media

Sources and media can be print or digital, such as books, newspapers, magazines, television, radio, cellphones, laptops, films, telegrams, and social media. These digital sources and media characterize the era of industry 4.0 (based on Technological Pedagogic Content Knowledge). Digital activities were actually presented to the public at the Hannover

Messe event in Hannover, Germany, in 2011. This concept has six main pillars: (1) digital society, (2) sustainable energy, (3) smart mobility, (4) healthy living, (5) civil safety, and (6) technology in the workplace.

In addition to industry 4.0, there is also Society 5.0, a concept formulated by former Japanese Prime Minister Shinzo Abe at the CeBIT event, Hannover, Germany, in 2017. Abe said that this concept could help Japan deal with various problems. This concept was inaugurated in January 2019. At that time, Japan was experiencing a challenge where the population of working-age workers was decreasing. Therefore, Japan is trying to make improvements by implementing Society 5.0.

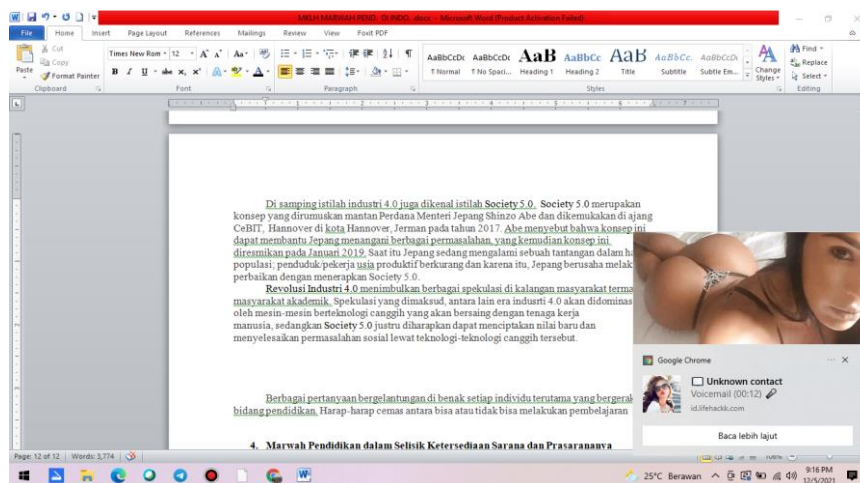
Industry 4.0 raises various speculations among the public, including the academic community. One of them is that industry 4.0 will be dominated by high-tech machines that will compete with human labor. Meanwhile, society 5.0 is actually expected to create new value and solve social problems through these advanced technologies.

The digital era actually has its advantages and conveniences regarding delivering important messages. Only with a cellphone or laptop and credit, all communications can be done instantly. This activity will be challenging to do offline because it requires sufficient time, extra effort, and many costs. In addition, there are also noble educational values obtained (Syafii, 2020:1), including the value of patience, the value of exemplary (ing Ngarso Suntulodo), creation of works (Ing Madyo Manun Karso), and motivation and support (Tut Wuri Handayani).

The pandemic outbreak exacerbates this digital era. Before the pandemic, students were prohibited from bringing cell phones to school, but during the pandemic, they were required to have cellphones or other digital devices since the learning process is carried out online.

However, it is a concern; this media presents inappropriate images. The following picture shows that these inappropriate pictures often appear while doing specific tasks.

Image 1: Inappropriate images that appear when the author writes the paper.



It is just one example. Such images can indirectly damage the morale of the nation's young generation. This phenomenon is familiar to the Baby Boomers generation (1946-1980) and generation X (1981-1960), but not to generation Y.

Generation Y (1981-1994)



Generation Y (millennials) generally like a balanced life. They are hard workers but still attach importance to 'me time.' Generation Y is known for its dependable discipline and ability to utilize technology (tech-savvy). With these advantages, Generation Y has high self-confidence and still upholds criticism and suggestions from others.

Generation Z (1995-2010)



This generation is a transition from generation Y. Technological developments are increasingly fast in this generation, making them very dependent on technology, gadgets, and activities on social media. They even prioritize popularity and number of followers and likes.

Generation Alpha (2011-Present)



Since they were born in an era with rapidly developing technology, this generation has been familiar with gadgets such as smartphones or laptops from an early age. They grow up with gadgets in hand to the point where they cannot live without smartphones. As reported by Business Insider, the technology dependence on the Alpha generation makes them the most transformative compared to previous generations. However, behind all its advantages, the Alpha generation really needs the role and love of parents. It takes a particular strategy to educate children born in this generation to grow into children who are proficient with technology but still respect family values.

For this reason, careful parental attention and supervision are needed to control them from an early age. Lack of attention and supervision will plunge them into future ruin. Many facts, especially during this pandemic, show the influence of digital media on the withering away of the nation's generation.

In addition to having a negative sexual impact on the three generations above, digital media has caused concern, especially for prospective civil servant test takers. Implementation using their account makes them unable to monitor the advantages and disadvantages of other participants. For example, one of the prospective civil servants took part in the selection, which was divided into three sessions. He belongs to the group of the first session. The results were immediately announced at that time, and he was ranked 5th in his group. Rationally he should be eligible to take the next test, but apparently, he was not called to take the second stage of the test.

This non-transparency is disturbing and has led to various speculations from the participants for PNS Candidates, their families, and even the community. Participants' lists and scores should be announced in print and digital mass media. This lack of transparency is contrary to the nature of education itself (transparency, honesty, and rationality).

Another concern is that there are repeated requests for data from Civil Servants at almost the same time. Sister, MySapk, BKD, and other applications ask for the same data entry. Thus, civil servants spend more time fulfilling repetitive data requests than carrying out their primary tasks optimally.

CONCLUSION

Based on this explanation, several conclusions can be drawn. First, the dignity of education in Indonesia urgently needs to be addressed. This improvement requires a spirit of sacrifice, patriotism, and cooperation between all components of the Indonesian nation, including ADRI (Association of Lecturers of the Republic of Indonesia). This organization has the responsibility to restore the dignity of education in Indonesia. By imitating the positive aspects of the education system in the best countries globally, such as Finland and Singapore, openly and wisely, it is inevitable that the quality of education in Indonesia will be much better.

Based on the workload and performance allowances, education in Indonesia (1) is still very discriminatory, hegemonic, and dichotomous for educators, (2) needs to take into account the workload of educators for each activity

before and after learning, (3) still ignores education in the family environment because of the time spent on meeting performance, (4) need an increase in performance allowances, (5) need to review the learning load of students and educators.

Based on a study of learning resources and media in industry 4.0, society 5.0, and during the pandemic, education in Indonesia positively facilitates the activities of almost all generations of Baby Boomers, Generation X, Generation Y (millennials), Generation Z, and Generation Alpha. However, it would be wiser if digital features providers limited features with adult content specifically for adults. It is intended to save the younger generation, especially the Alpha generation.

Restoration of the dignity of education in Indonesia requires the cooperation of all elements involved, not only the government and educators but all levels of society, including ADRI.

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