



## **Transformation of Education Planning in Indonesia: A Qualitative Review of Documentation and Policy**

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**Abstract:** This research aims to analyze the transformation of education planning in Indonesia through a qualitative review of existing documents and policies. Using a qualitative-interpretive method and literature study, this research analyzes the developments, challenges, and opportunities in education planning in Indonesia. The main focus of this research lies in the paradigm shift, implementation strategies, and the impact of education policies on the national education system. Data was collected through content analysis, including bibliographic annotations and literature reviews. The results show a significant shift in the approach to education planning in Indonesia, from a centralized model to decentralization and participatory approaches. Identified challenges include quality disparities between regions, mismatches between educational outputs and labor market needs, and suboptimal utilization of technology in education. This research provides a comprehensive understanding of the dynamics of education planning in Indonesia and offers recommendations for improving education policies in the future

**Keywords:** Education Planning, Transformation, Indonesia, Education Policy, Qualitative Analysis.

### **Introduction**

Education planning is a fundamental aspect in developing an effective and sustainable education system. In Indonesia, education planning has undergone significant transformation since the era of independence until now, reflecting changes in the country's social, economic, and political context. According to Tilaar and Nugroho (2016), education planning in Indonesia has evolved from a highly centralized model during the New Order era towards a more decentralized and participatory approach in the reform era.

This transformation involves not only structural changes in education governance but also a paradigm shift in conceptualizing the goals and processes of education itself. As stated by Suyanto (2019:15): "Education planning in Indonesia today must be able to integrate various dimensions of development, not only focusing on cognitive aspects but also character development, life skills, and global competitiveness." This statement emphasizes the complexity of challenges faced in contemporary education planning in Indonesia.

This research aims to examine in depth the transformation of education planning in Indonesia through a qualitative review of existing documentation and policies. Specifically, this research seeks to:

1. Analyze the evolution of paradigms and approaches in education planning in Indonesia.
2. Identify key challenges and opportunities in implementing national education policies.
3. Evaluate the impact of education planning transformation on the quality and accessibility of education in Indonesia.



4. Formulate recommendations for developing more effective education planning policies and practices in the future.

The significance of this research lies in its contribution to a more comprehensive understanding of the dynamics of education planning in Indonesia. In an increasingly competitive and rapidly changing global context, this understanding becomes crucial to ensure the Indonesian education system can adapt and develop effectively. As expressed by Raihani (2018:993) "Education planning in Indonesia must be responsive to global demands while maintaining national values and identity. This requires a holistic and adaptive approach in the process of planning and implementing education policies." This statement affirms the importance of an in-depth study of education planning transformation to understand how Indonesia can balance the demands of modernization with the preservation of cultural values and national identity.

### Method

This research adopts a qualitative-interpretive approach with a literature study method. According to Creswell and Poth (2018:7), the qualitative-interpretive approach allows researchers to "explore and understand the meaning that individuals or groups attribute to a social or human problem." In the context of this research, this approach is used to interpret and analyze in depth the transformation of education planning in Indonesia through various relevant documents and literature.

The data collection method used in this research is the content analysis technique, conducted through bibliographic annotation and literature review. Krippendorff (2018:24) defines content analysis as "a research technique for making replicable and valid inferences from texts to the contexts of their use." In this research, content analysis is applied to extract important information from various literature sources related to education planning in Indonesia.

Research data sources come from literature related to the object of study, in the form of: Academic books on education policy and planning in Indonesia; Scientific journal articles discussing the transformation of the Indonesian education system; Government policy documents, including laws, ministerial regulations, and national education strategic plans; and Research reports and evaluations from national and international educational institutions.

The criteria for selecting literature sources include: Relevance to the topic of education planning transformation in Indonesia. Published in the last 10 years to ensure the recency of information. Can be accessed for free through Google Scholar or other academic repositories. Credibility of the author or publishing institution in the field of education policy and planning.

Data analysis is conducted qualitatively through several stages: Data Reduction: The process of selecting, simplifying, and transforming raw data that appears from written notes in the field. In this context, the researcher selects and focuses on information relevant to the research objectives from various literature sources. Data Presentation: A set of structured information that allows for drawing conclusions and taking action. Data is presented in the form of systematic and logical descriptive narratives. Drawing Conclusions: The process of interpreting and drawing meaning from the data that has been presented. Conclusions are verified throughout the research to ensure their validity.

To ensure data validity, this research uses source triangulation techniques, where information from various literature sources is compared and verified to obtain a comprehensive and accurate understanding of the transformation of education planning



in Indonesia. As stated by Miles, Huberman, and Saldana (2014:321) "Qualitative data analysis is a continuous process that requires ongoing reflection on the data, asking analytical questions, and writing memos throughout the study." This statement emphasizes the importance of an in-depth and reflective analysis process in qualitative research, which will be applied in this study to understand the complexity of education planning transformation in Indonesia.

### **Hasil dan Pembahasan**

Based on the analysis of various literature sources and policy documents, the following are the main findings related to the transformation of educational planning in Indonesia: Evolution of the Paradigm of Educational Planning in Indonesia Analysis of literature and policy documents shows a significant shift in the paradigm of education planning in Indonesia. According to Tilaar and Nugroho (2016:178), this evolution can be divided into three main phases:

a. Centralistic Phase (1945-1998)

In this phase, education planning was dominated by the central government with a top-down approach. Suryadi (2014:45) states "Education planning in the New Order era was characterized by a highly centralistic approach, with key decisions made at the central level and regions only acting as implementers."

b. Transition and Decentralization Phase (1999-2014)

The implementation of Law No. 22 of 1999 on Regional Government marked the beginning of the era of education decentralization. Raihani (2018:995) explains "Education decentralization gives greater autonomy to local governments and schools in decision-making, but also brings new challenges in terms of capacity and coordination."

c. Integrated Decentralization Phase (2015-present)

This phase is marked by efforts to balance decentralization with the need for national standardization. According to Suyanto (2019:87) "Contemporary education planning in Indonesia seeks to integrate bottom-up and top-down approaches, with an emphasis on collaboration between central government, regions, and other stakeholders."

Transformation of Education Policy Implementation Strategie. The analysis shows several key changes in education policy implementation strategies:

a. Strengthening Character Education

The implementation of Presidential Regulation No. 87 of 2017 on Strengthening Character Education marks a shift in focus from purely cognitive-oriented education towards more holistic education. As stated by the Ministry of Education and Culture (2017:12) "Strengthening Character Education (PPK) places character values as the deepest dimension of education that cultivates and civilizes."

b. Digitalization and Educational Technology

The COVID-19 pandemic accelerated the adoption of technology in education. Sari and Priatna (2020:69) observe "Digital transformation in Indonesian education is



not only about infrastructure, but also a paradigm shift in the teaching-learning process and education management."

c. Revitalization of Vocational Education

The focus on aligning education with industry needs is reflected in the vocational education revitalization policy. According to Widodo (2019:245) "The revitalization of vocational education aims to increase the relevance and competitiveness of graduates through strengthening cooperation with industry and adoption of the latest technology."

Challenges in Education Planning Transformation. Several main challenges identified in the process of education planning transformation in Indonesia include:

a. Quality Disparities Between Regions

Education decentralization, while providing greater autonomy, also creates new challenges. Firman and Tola (2018:158) highlight "Disparities in capacity between regions in education planning and management cause significant quality gaps, especially between urban and rural areas."

b. Readiness of Educators

The transformation of the education system requires adaptation from educators. Darling-Hammond et al. (2017:5) emphasize "Improving the quality of education depends heavily on the quality of teachers. Therefore, continuous professional development of teachers must be a priority in education planning."

c. Optimization of Data Utilization

Evidence-based planning remains a challenge. Suharti (2020:80) observes "Although much education data is available, its utilization in the decision-making and planning process is still not optimal."

Opportunities and Future Development Directions. The analysis also identifies several opportunities and development directions for education planning in Indonesia:

a. Learning Personalization

Technological advancements open opportunities for learning personalization. According to Sari and Priatna (2020:72) "The integration of artificial intelligence and learning analytics can enable more personal and adaptive learning approaches according to individual student needs."

b. Strengthening Multi-stakeholder Partnerships

Collaboration between government, industry, and civil society is becoming increasingly important. Widodo and Riandi (2019:238) state "The penta helix approach involving government, academics, business, community, and media can strengthen the education ecosystem and increase the relevance of education programs."

c. Internationalization of Education

Increased international cooperation opens opportunities for benchmarking and knowledge exchange. Raihani (2018:1005) observes "The internationalization of education is not only about student and teacher mobility, but also about adopting global best practices in education planning and management."



The transformation of education planning in Indonesia reflects ongoing efforts to improve the quality and relevance of the national education system. Despite facing various challenges, there are significant opportunities for innovation and improvement through the use of technology, strengthening collaboration, and adopting a more holistic and adaptive approach in education planning.

## Conclusion

Based on the qualitative analysis of documentation and policies that has been conducted, it can be concluded that the transformation of education planning in Indonesia has undergone significant changes in recent decades. Several important points that can be underlined are: A paradigm shift from a centralistic model towards integrated decentralization, reflecting efforts to balance regional autonomy with the need for national standardization. Strengthening focus on character education and 21st-century skills, as a response to global demands and national development needs. Acceleration of technology adoption in education, accelerated by the COVID-19 pandemic, opens new opportunities as well as challenges in planning and implementing education policies. Revitalization of vocational education as an effort to increase the relevance of education to industry needs and the labor market. The main challenges still faced include quality disparities between regions, the readiness of educators in facing changes, and optimization of data utilization in education planning.

This research contributes to analyzing and mapping the transformation of education planning in Indonesia. However, it needs to be acknowledged that this research has limitations in terms of scope and depth of analysis, given the complexity of education planning issues in Indonesia. Therefore, further research focusing on specific aspects of education transformation, such as the impact of digitalization on education equity or the effectiveness of multi-stakeholder partnership models in education planning, is very much needed to enrich understanding and provide more concrete recommendations for the development of the education system in Indonesia

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