



Development of Education Policy in Indonesia

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Abstract: Curriculum policies in Indonesia have undergone changes since the pre-independence period until now. This study aims to analyze policy developments in Indonesia so that it can provide an overview of the mapping of the themes that have been researched, the mapping methodology used in the article, and the year of publication of the article. The method used in this study is Systematic Literature Review (SLR) by using the keyword education policy in Indonesia on the Google Scholar engine using Indonesian, the articles searched are limited to 2015 to 2023. The results of the study found several themes, namely, education policy on the curriculum and the impact of education policy on learning in Indonesia, the research method used in the analyzed articles was 9 articles in the qualitative method and 1 article in the development method, then the analyzed articles were articles in 2015, 2016, 2019 as many as 1 article each, while in 2021, 2022 2 each, and 2023 3 articles. Thus, it can be concluded that education policy in Indonesia has experienced significant development and has an impact on learning.

Keywords: Educational Policy, Learning Practices, Systematic Literature

Introduction

Curriculum policy in Indonesia is divided into 3 parts, namely pre-independence policy, post-independence policy and reformation policy (F Setiawati, 2022). The forms of curriculum in Indonesia are the 1947 Lesson Plan, the 1952 Lesson Plan, the 1964 Lesson Plan, the 1968 curriculum, the 1975 curriculum, the 1984 curriculum, the 1994 curriculum, the 2004 curriculum or competency curriculum, the school level curriculum (KTSP), the 2013 curriculum and the independence curriculum (Muhammedi, 2016). The implementation of learning is certainly diverse with changes in the curriculum. In 2045, Indonesia is planned to reach the golden generation. Humans living in this era are faced with various demands, challenges, and the impact of the current of change. Given the great impact of globalization that the Indonesian nation will face, the government is trying to provide a strategy in the form of policies to win the competition. This certainly has a definite impact on education. Curriculum changes continue to this day (Sila, 2014). The demographics currently experienced by Indonesia should be the basis for optimism for the government to continue to develop the quality of human resources. The availability of human resources of productive age must of course be balanced with improving the quality of education in order to produce competitive output (D. Astuti et al., 2019). To achieve this, teachers occupy a strategic position in the success of the curriculum. Basically, the good and bad regulations issued by the government depend on the implementation activities of teachers. Winning global competition is indeed something that is desired from curriculum changes. However, changes



without a precise and definite time frame only give rise to new problems in the world of education, especially for teachers. In essence, it takes time to adjust to new things (Rismag Dalena Florentina Monica Br Manurung & Tafonao, 2021). The objectives of education stated in the preamble to the law provide a meaning that continues to develop throughout time. Today, education is seen as an effort to prepare students for life outside the classroom. Extracurricular activities as a reflection of the development of views on the need for a more holistic education (Irawati et al., 2022). The ongoing curriculum changes are a response to the government's sensitivity to changing times. It needs to be understood that to achieve quality education, curriculum flexibility is needed. Curriculum changes are the answer to future challenges that Indonesia will face (Anis Aprianti & Siti Tiara Maulia, 2023). The quality of education is not only oriented towards students' academic achievements, but also how education can provide practical benefits in the lives of students and even the surrounding community (Wendi Rais, 2019). considering that changes in society are in line with changes in the times. Of course, new steps and improvements are needed in education to adapt to it. In response to this, awareness is needed from all education stakeholders that change is something that is certain to happen in society. So far, research on policies has discussed post-independence education policies (Amri et al., 2021), Rozak (2021) education autonomy policies. Hartono (2016) stated that political policies on education in Indonesia from the old order to the reform era. Furthermore (Usman, M., & Widyanto, 2021) Direction of Islamic boarding school policies in Indonesia. Erdayani et al. (2016) and Anwar, S., & Marlina, (2019) Islamic education policy in Indonesia during the New Order era.

Research that discusses new perspectives in the implementation of religious education policies that can support efforts to improve the quality of Indonesian people (Nadhif Muhammad Mumtaz, 2022). Furthermore, Fenty Setiawati (2022) discusses the impact of curriculum change policies on learning in schools. Tintington, J. Y., Lumapow, H. R., & Rotty (2023) problems and curriculum changes in Indonesia.

Policies that have been established need to be reviewed on how the implementation of the policy itself is practiced (Fenty Setiawati, 2022). So that learning and the policy itself can be evaluated. W Rais (2019) curriculum changes result in changes in teacher teaching behavior. Therefore, this study aims to analyze policies in learning practices in Indonesia so that it can provide a mapping overview of the themes that have been studied, mapping the methodology used in the article, and the year of publication of the article.

Method

This research method uses qualitative with the SLR (systematic literature review) approach. Data collection was carried out by analyzing various sources of literature articles or journals regarding Education policies regarding learning practices in Indonesia. The data analyzed were in the form of theories and research results that were relevant and supported the problems being studied (Nurmayuli, N., & Arifin, 2024). Theory analysis is carried out deductively leading to the development of theoretical descriptions from general to specific (Uswatiyah, W., Aminah, S., Sauri, S., & Fatkhulah, 2021), and qualitative research is also exploratory (Assyakurrohman, et al., 2023).

Based on the method, the results of the data analysis found in the articles found that 9 articles used qualitative methods, and 1 article used the development method. The following is a graph of the analysis methods used.



Based on the results of the analysis of the articles discussed, the methods used were qualitative and development. Therefore, this study was conducted using the Systematic Literature Review method, in order to describe the theme, year and methodology used in the research that had been discussed by previous researchers.

Results

The results of the analysis of the articles that have been identified as many as 10 articles that match the theme discussed, from 100 searches via Google Scholar using the keyword education policy in Indonesia. The articles searched for were published in 2014 to 2023, the language used is Indonesian. Research on education policy in Indonesia is mapped by year and has been discussed in 2015, 2016, 2019, 2021, 2022, and 2023. Furthermore, it is presented.

The connectivity of this research based on researchers shows that research on the theme of education policy has become a very serious discussion. The following is a description of the connectivity of researchers.

Indonesian Education Policy is a series of decisions made by the government to regulate and improve the quality of education in Indonesia. This policy has clear and targeted objectives to contribute to education, as well as fulfilling legal-formal aspects and having operational concepts that can be implemented (Tawa, 2019).

National Education Policy in Indonesia is influenced by public policies made by the executive, legislative, and judicial institutions. This policy regulates communal life and not individuals or groups. Education policy in Indonesia must also meet constitutional requirements and can be declared valid and officially applicable in the region (Dewi, 2019).

However, several education policies in Indonesia are still considered ineffective in improving the quality of education. For example, the zoning system used for the acceptance of new students (PPDB) can have negative effects such as unequal opportunities and decreased student academic competence. In addition, the National Examination (UN) held in Indonesia has also been criticized for not assessing students comprehensively and being a burden for teachers and students (Siskandar & Regional Readiness in Implementing the National Examination, 2008).

Education policy in Indonesia is also influenced by political and economic policies. Changes in ministers can replace established education policies, and education policies must adapt to broader public policies. In recent years, several education policies in Indonesia have been changed, such as the elimination of the National Examination and the replacement of the state university entrance system. However, several other policies such as the implementation of zoning and the use of lesson implementation plans (RPP) are still considered burdensome for teachers and ineffective in improving the quality of education (Patarai, 2020).

In an effort to improve the quality of education, several districts/cities in Indonesia have developed innovative education policies that are adapted to the local context. For example, in the city of Yogyakarta, cross-supervision and family school programs have been running continuously with the active participation of parents and the community (Siskandar & Regional Readiness in Implementing (National Exams, 2008).

Education policies in Indonesia still need improvement and adjustment to local needs and contexts to improve the quality of education and advance learning in Indonesia. In measuring the success of education policies, it should be remembered that educational success can not only be measured by the level of participation and graduation, but also by the quality of learning, character



and spirituality of students, as well as cognitive, affective, and psychomotor indicators. Thus, effective education policies can be implemented and improve the quality of education in Indonesia.

Learning Practices

Effective learning practices can improve the quality of student learning, increase motivation, and improve learning outcomes. Therefore, teachers must always innovate and find more effective ways to improve the quality of student learning. There are several challenges in learning practices in the teaching and learning process including the use of technology by educators (Lailatussaadah et al., 2020).

Overcoming challenges in learning practices in schools can be done in several ways such as using innovative learning models by implementing the Problem Based Learning learning model. The application of learning models can increase student activity by using problem-based learning models, allowing students to think critically and work together in teams (Kurniawan & Sabaruddin, 2024).

The next solution is the development of interactive learning content such as the application of educational applications using educational applications that can help students access materials, do assignments, and communicate with teachers and classmates. The use of technology can be used as a way to conduct simulations and educational games using simulations and educational games that can make learning more interesting and interactive (Lailatussaadah et al., 2023). Improving students' digital skills can be done to increase access to technology so that students can actively participate in the learning process (Turnip, 2023).

Developing teacher skills by conducting periodic training. Regular training programs for teachers, ensuring that they stay up-to-date with curriculum and technology developments, reduce uncertainty in the classroom (Afrida et al., 2023; Mirela et al., 2022; Sonedi, 2018).

The next strategy is the use of inclusive learning strategies by implementing differentiated teaching. Implementing inclusive teaching strategies, such as differentiated teaching, helps teachers address differences in student ability levels more effectively (Jalaluddin & Tahar, 2022; Mutia, 2023).

Collaboration with the government and community can be one way to face learning challenges. Collaborating with the government and community to increase investment in education and implement more effective strategies in overcoming educational challenges (R. S. Astuti & Taufik, 2021).

Thus, overcoming challenges in learning practices in schools requires careful strategies, patience, and strong commitment. Teachers must innovate and find more effective ways to improve the quality of student learning.

Discussion

Education should be a means for the government to create a globally competitive society. The education process in Indonesia always runs according to the applicable curriculum. The implementation of the independent curriculum places education more attention to the impact on students holistically. The combination of teacher quality is also inseparable from the successful implementation of the curriculum from time to time. Therefore, teacher competence continues to be improved by the government from time to time. The independent curriculum has a flexible nature, which provides space for teachers to be able to adapt learning to the social environment of



the school, and provides new challenges for teachers to create a learning atmosphere that is liked by students, as well as how teachers' strategies are to integrate Pancasila values into learning. The independent curriculum also places students as the determinants of direction

It doesn't stop there, in 2020 the government reintroduced the independent curriculum as a form of improvement on the previous curriculum. The background to this change is the government's efforts to catch up on learning during the Covid-19 pandemic which limits meetings and crowds. So that it has an impact on educational lag due to the revocation of school permits to carry out face-to-face learning as usual. The independent curriculum views the importance of student activeness and project-based learning in carrying out education. The view of the independent curriculum is different from previous curricula. Where education is seen as the involvement of all components of education as a whole including students, even students are placed as determinants in carrying out learning. Both methods and variations in learning. Students are given the freedom to choose, not just as recipient objects like lab rats. In this case, the potential and competence of students are also considered and used as a basis for learning planning. With an active learning approach, students are embraced to involve themselves in the practice of real theories in everyday life so that they are relevant and bring social benefits. It doesn't stop there, the project-based approach invites students to learn and implement their theories and skills in the form of projects that have practical benefits for everyday life.

These concepts are the results of bringing significant changes to the view of education in Indonesia and slowly eliminating traditional views among the community. This curriculum seems to prove the ability of students not only to receive, but also to create. (Tuerah & Tuerah, 2023)

Indonesian Education Curriculum Policy

Various policies in the Education curriculum include, in the context of social diversity and today's dynamic needs. The 3 policy contexts expressed, namely Think Ahead, Think Again, and Think Across, developed by Neo and Chen, are considered relevant and valuable in the context of religious education policies Islam in Indonesia (Nadhif Muhammad Mumtaz, 2022)

In early childhood education institutions, learning to write, read and count is a core activity. Parents and teachers seem to force their children's expectations on them to be academically smart and forget the nature of children to grow and develop naturally (Srihartini, et, al., 2021).

Educational practices at all levels of education, including at the PAUD and SD levels, emphasize teaching to develop intellectual intelligence in honing cognitive potential alone, and pay very little attention to moral education. The development of science and schooling at the secondary and higher education levels has not been based on the needs and potential of children and the region, resulting in the production of secondary and higher education graduates (bachelors) who are not in sync with the needs of the region or the workforce (US, 2015). Then the practice of Madrasah Education is integrated from the National Education curriculum (Pratama, 2019)

since the inclusion of Islamic boarding schools in Law Number 20 of 2003 concerning the National Education System, Islamic boarding schools have been in the midst of a tug-of-war of interests between society and the Government. Islamic boarding schools are treated discriminatory by the Government, marked by the unclear implementation, regulations and budget allocation for Islamic boarding schools (Sobri, 2019). In essence, Islamic boarding schools have not received the attention they should from the Government (Badrudin et al., 2017)



Impact of Education Policy on Learning in Indonesia

The implementation of learning in schools will of course be greatly influenced by policy changes. Like it or not, teachers and students must be able to adapt to new education policies (Tintingon, J. Y., Lumapow, H. R., & Rotty, 2023). Schools as implementers of the online learning process certainly have both positive and negative impacts. Online learning certainly requires sufficient and appropriate preparation for schools (El Widad, Z., & Abu Bakar, 2021) (Nurmayuli, N., Lailatussaadah, L., & Mustika, 2024).

Curriculum changes actually have a negative impact in their implementation. Worse, it will reduce student achievement and overhaul the school's vision and mission, this is why many parties oppose changes to the curriculum. The new curriculum mechanism will affect classroom learning practices, even the government so far cannot guarantee that teachers can implement the curriculum as expected. (F Setiawati, 2022)

However, negative impacts are not the only ones that emerge as a result of curriculum changes. All education stakeholders must understand that the curriculum is not a doctrine that can curb human creativity. The education system in Indonesia is arguably far behind other countries. Problems that have not been handled properly reflect the quality of government that is far below average. On the other hand, human resources are also influenced by the development of education in a country. This is like a vicious circle in this country. It seems that educating the nation's life as mandated in the preamble to the law is becoming increasingly impossible.

Fenty Setiawati (2022) the impact of curriculum change policies on learning in schools includes positive and negative impacts, the positive impact is that students can learn by following the development of the times. which is increasingly advanced. While the negative impact is that the rapid change in the curriculum causes new problems in education (Aprianti, A., & Maulia, 2023).

Positive and negative impacts on students because achievement decreases, but also have an impact on schools, namely related to the vision, mission and goals of the school. In addition, curriculum changes have a negative impact on the failure to achieve educational targets in schools at the beginning of implementation (Aprianti, A., & Maulia, 2023)

Not only does it have an impact on students, for educators or teachers to have an impact on learning, teachers must change the methods, methods and materials and learning administration must be in accordance with the curriculum being implemented (Siregar, N. S., Julianto, A., & Ismunandar, 2022). For this reason, teachers must change the methods, methods, and materials as well as learning administration to be in accordance with the curriculum being implemented, so that teachers can improve the quality of learning and achieve more effective educational goals.

Conclusions

Education policy in Indonesia has undergone significant changes. These changes have had an impact on the implementation of the curriculum and learning. Overall, the policy on the curriculum has caused changes in policy in learning practices at every level, starting with changes in administration, methods and learning materials to adjust to applicable policy regulations. In this case, of course, teachers are the main role who will implement. This study has described the development of education policy in Indonesia through the SLR method for Indonesian-language



articles, but research is still needed by searching for English-language articles from reputable journals. In addition, research is still needed using the SLR PRISMA method.

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