



Education Policy in Indonesia Year 2020-2024

Nuri Rizki Setiawan

Program Studi Manajemen Pendidikan, Universitas Negeri Malang, Jawa Timur, Indonesia
email@nuri.rizki.2401328@students.um.ac.id

Abstract: Education is a very fundamental and complex sector of life. Education in its journey requires a direction and a map that leads to the goals and ideals of a country. In the educational journey, a binding policy is needed so that the educational journey process can be carried out in a systematic and directed manner. Educational policies that are right on target are a necessity to encourage the realization of educational ideals themselves. This article will discuss the various education policies implemented in 2020- 2024. This aims to be able to describe and analyze various educational policies and their implementation in the field. The research method used is the library method (*library research*) by exploring various relevant research both from books and journals. The presentation of this article uses a qualitative method with a descriptive approach based on the writings of educational experts, trying to map the educational policies that have been implemented. The research results show that there are 5 central policies taken during the 2020-2024 period, namely 1) Increasing the distribution of quality education services, 2) Increasing productivity and competitiveness, 3) Mental revolution and fostering the Pancasila ideology, 4) Mental revolution and fostering the Pancasila ideology, 5) Increasing literacy, innovation and creativity.

Keywords: Policy, Education, Indonesia, Ministry of Education and Culture

Introduction

Judging from the language (etymology), the word policy (*policy*) is defined as a provision, policy, rule, decision, law, or strategic plan. The word policy in Greek is translated as term *the police* which means state, while in Latin, policy is known as *the police* which has political meaning (Arwildayanto et al., 2018). If seen linguistically, the meaning of the policy (*policy*) refers to government decisions as state administrators that have a general nature aimed at society at large (Rozak, 2021). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state. Education is carried out democratically and fairly and non-discriminatory by upholding human rights, religious values, cultural values and national pluralism (Undang-undang No 20 Tahun 2003).

Policies made to regulate the system and implementation of education are called education policies. Education policy aims to make it easier and facilitate education administrators and the community to be able to develop education innovatively to achieve national education goals (Junaid, 2020). Achieving educational goals is related to



interrelated factors including educator factors, student factors, educational goal factors, educational tool factors and environmental factors (Dewi, 2016). As a livelihood for many people whose values are very diverse, education policy is faced with various problems, both in terms of conflicting or conflicting values and problems of implementation and quality. One problem is related to another problem. A partial solution causes problems to arise in other components. It is so complicated and complex to solve educational problems if they are handled partially and by limited groups.

Therefore, the implementation of proportional education policies is very important as a power to exert influence so that education can be managed by meeting community expectations according to religion, belief, economic level and social status, politics, security, culture, job demands and progress, and government interests. . This means that considerations for the birth of educational policies must take into account various dimensions and crucial issues from society, government and the demands of the times. The government through the Ministry of Education, Culture, Research and Technology is an important part of the State pillar which is fully responsible for launching various strategic educational policies in accordance with current changes. Based on the background presented, the author will explain the various educational policies that will apply in 2019-2024. This aims to find out and examine the scope of education policies implemented and how these policies are implemented in society.

Method

This research is literature research (*library research*). Library research refers to a series of research related to library data collection methods, or research whose research objects are explored through various library information (books, encyclopedias, scientific journals, newspapers, magazines and documents) (Hadi 2000). The presentation of this article uses a qualitative method using a descriptive approach based on the writings of educational experts, trying to map the educational policies that have been implemented.

The subject in the spotlight is education policy which has been carried out by taking into account dynamic actual conditions. This was obtained by analyzing the writings of education experts, including books, articles and journals related to this article. The author carried out this literature review carefully and continued by identifying common ground from the primary and secondary data obtained regarding these policies. This method was chosen by the author because it is effective for studying and analyzing government policies towards education in Indonesia. It is hoped that this study can motivate every individual to advance education in Indonesia to be better and of better quality.

Results and Discussion

Results

Policies are written rules which are formal organizational decisions, which are binding, which regulate behavior with the aim of creating a new system of values in society. Policies will be the main reference for organizational members or community members in their behavior (Dunn, 1999). Policies are generally problem solving and proactive. Different from Law (*Law*) and Rules (*Regulation*), policies are more adaptive and interpretive, although policies also regulate "what is allowed and what is not allowed". Policies are also expected to be general in nature but without eliminating specific local characteristics. Policies must provide opportunities for interpretation according to existing specific conditions.



Education policy according to *Carte V. Good 1959*) stated, *Educational policy is judgment, derived from some system of values and some assessment of situational factors, operating within institutionalized education as a general plan for guiding decision regarding means of attaining desired educational objectives.* The meaning of the statement above is that educational policy is an assessment of the value system and situational needs factors, which are operated within an institution as a general plan to guide decision making, so that the desired educational goals can be achieved. Hough (1984) as quoted by Mudjia Rahardjo (2012) also emphasized a number of policy meanings. Policy can refer to a set of goals, plans or proposals, programs, decisions, presenting a number of influences, as well as laws or regulations. Educational policy is the entire process and result of formulating strategic educational steps which are outlined in the vision and mission of education, in order to realize the achievement of educational goals in a society for a certain period of time (Tawa, 2022). It can be concluded that national education policy is a product that is used as a guide for educational decision making that is legal-neutral and moderately adapted to the educational environment.

Education policy in Indonesia is based on Law of the Republic of Indonesia no. 20 of 2003 concerning the National Education System, is directed to achieve the following: 1). Striving to expand and equalize opportunities to obtain high quality education for all Indonesian people towards the creation of high quality Indonesian people by significantly increasing the education budget; 2). Improving academic and professional abilities and increasing guarantees for the welfare of educational staff so that teaching staff are able to function optimally, especially in improving character and character education in order to restore the authority of institutions and educational staff; 3). Carrying out educational system reforms, including curriculum renewal, in the form of diversifying the curriculum to serve the diversity of students, preparing curriculum that applies nationally and locally in accordance with local interests, as well as diversifying the types of education in a professional manner;

As for 4). Empowering educational institutions, both school and non-school, as centers for cultivating values, attitudes and abilities, as well as increasing family and community supported by adequate facilities and infrastructure; 5). Carry out renewal and consolidation of the national education system based on the principles of decentralization, scientific autonomy and management; 6). Improving the quality of educational institutions run by both the community and government to strengthen the system effective and efficient education in facing developments in science, technology and arts; 7). Developing the quality of human resources as early as possible in a directed, integrated and comprehensive manner through various proactive and reactive efforts by all components of the nation so that the young generation can develop optimally accompanied by the right to support and protection in accordance with their potential; 8). Increase the mastery, development and utilization of science and technology, including the nation's own technology in the business world, especially small, medium and cooperative businesses.

In this article the author will explain several education policies for 2020-2024 which include: 1). Increasing the distribution of quality education services, 2). Increasing productivity and competitiveness, 3). Mental revolution and development of the Pancasila ideology to strengthen the nation's cultural resilience and form an advanced, modern and characterful national mentality, 4) Increase the promotion and preservation of culture to strengthen character and strengthen national identity, improve people's welfare, and influence the direction of development of world civilization, 5) Increased literacy,



innovation and creativity (Kemendikbudristek, 2020). This education policy needs to be a joint study and discussion so that its planning, development and implementation can be realized well in accordance with the national goals of education in Indonesia.

Discussion

The preamble to the 1945 Constitution of the Republic of Indonesia aims to promote general welfare, educate the life of the nation, and participate in implementing world order based on independence, eternal peace and social justice. This National Education Goal is the main foundation and guideline in policy making and implementing education in Indonesia. In line with this, (Hubarat 2017) said that the Indonesian National Education Policy actually occupies a central position in efforts to advance the Indonesian nation. If the Indonesian government fails to make superior policies in the field of education, then the stakes will be damage and destruction of the lives of the Indonesian people. Indonesia will become a superior nation if the resulting education policies are superior policies and of course can be implemented. This is supported by (Istanti, 2018) who states that the government as an education provider must formulate educational policies that are pro-active and problem solving so that problems related to achieving educational goals can be overcome.

H.A.R. Tilaar and Riant Nugroho (2009) said that education policy is a unity of educational practice and theory that directs the order of people's lives related to various efforts to make life more intelligent. The formulation of education policy is carried out by a team of policy formulators consisting of various elements. The policy formulation team includes, among others, politicians, education experts, education managers and administrators, academics and education practitioners under the auspices and command of the Ministry of Education and Culture (Ministry of Education, Culture, Research and Technology). The Ministry of Education and Culture has the mandate to control human resource development through joint efforts with all the nation's children to improve the quality of education and advance culture. The Ministry of Education and Culture determines the ministry's vision based on performance achievements, potential and problems. The vision is to realize an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila students who reason critically, are creative, independent, have faith, are devoted to God Almighty, and have noble character, work together and have global diversity. The strategic policies taken to realize the vision of the Ministry of Education and Culture are as follows.

1. Increase the distribution of quality education services

Increasing the distribution of quality education services aims to ensure that the nation's children can receive good and quality education even if they are in the outermost, frontier or underdeveloped areas. The strategies implemented are: 1) improving the quality of teaching and learning; 2) increasing equal access to educational services at all levels and accelerating the implementation of 12 Year Compulsory Education; 3) increasing professionalism, quality, management and equitable placement of educators and education personnel; 4) strengthening education quality assurance to increase equality of service quality between educational units and between regions; 5) improving education development governance, financing strategies, and increasing the effectiveness of education budget utilization;

2. Increase productivity and competitiveness

Increasing productivity and competitiveness aims to improve competence, skills and



work ethic which leads to improving the quality of education in Indonesia. The strategies implemented are 1) vocational education and training based on industrial cooperation; 2) strengthening quality higher education.

3. Mental revolution and development of the Pancasila ideology

The mental revolution and development of the Pancasila ideology aims to strengthen the resilience of the nation's culture and form a nation's mentality that is advanced, modern and has character. The strategies implemented are 1) mental revolution in the education system to strengthen the values of integrity, work ethic, mutual cooperation and character; 2) mental revolution in government governance to strengthen a clean, serving and responsive bureaucratic culture; 3) fostering the ideology of Pancasila, civic education, national insight, and defending the country to foster a spirit of nationalism and patriotism.

4. Increasing the promotion and preservation of culture

Increasing the promotion and preservation of culture aims to strengthen character and strengthen national identity, improve people's welfare, and influence the direction of development of world civilization. . The strategies implemented are 1) revitalization and actualization of cultural values and local wisdom to foster a spirit of kinship, deliberation, mutual cooperation and cooperation between residents; 2) development and utilization of cultural wealth to strengthen national character and people's welfare; 3) protecting cultural rights and cultural expression to strengthen an inclusive culture; 4) developing cultural diplomacy to strengthen Indonesia's influence in the development of world civilization; and 5. development of cultural development governance.

5. Increased literacy, innovation and creativity

Increasing literacy, innovation and creativity aims to encourage excellence, competitiveness and quality of education in line with the demands of the times. The strategies implemented are 1) increasing literacy culture; 2) development, guidance and protection of the Indonesian language, regional languages and scripts, and literature; and 3) strengthening social institutions that drive literacy and innovation

The policies and strategies of the Ministry of Education and Culture will be implemented through synergy between the Ministry of Education and Culture and other related ministries/institutions along with local governments and the community. Education policies and strategies in the 2020-2024 period in order to support the achievement of the 9 (nine) Development Priority Agendas (Second Nawacita) and the goals of the Ministry of Education and Culture through the Independent Learning Policy which aspires to provide high quality education for all Indonesian people, characterized by participation rates high level at all levels of education, quality learning outcomes, and equitable quality of education both geographically and socio-economically. In addition, the focus of educational development and cultural advancement is directed at strengthening the nation's culture and character through improvements in educational policies, procedures and funding as well as developing awareness of the importance of preserving the noble values of national culture and absorbing new values from global culture in a positive and productive manner.

Based on the formulation of education policy above, it is carried out through a process of decision making and action with various alternative choices which include several things that need to be considered, both the advantages and disadvantages that will arise which are carried out with a systematic approach in formulating and determining public policy decisions in the general field and in the educational sphere (Kholifah et al., 2024). This policy formulation is the main step in formulating overall public policy. This is very important because it will determine the success or failure of the public policies that will be made for the present or for the masses in the future. Good policy formulation is a formulation that is oriented towards implementation and evaluation, not just a



conceptual one that contains a normative message (Bakry, 2010).

Conclusion

Education policy is a policy related to the field of education in the process of elaborating the vision and mission of education in order to achieve educational goals through strategic steps in implementing education. Education policy aims to make it easier and facilitate education administrators and the community to develop education innovatively to achieve national education goals. The government through the Ministry of Education, Culture, Research and Technology is an important part of the State pillar which is fully responsible for launching various strategic educational policies in accordance with current changes. Based on the results of the study, there are 5 education policies for 2020-2024, namely: 1) Increasing the distribution of quality education services, 2) Increasing productivity and competitiveness, 3) Mental revolution and fostering the Pancasila ideology, 4) Mental revolution and fostering the Pancasila ideology, 5) Increasing literacy, innovation and creativity.

References

- Ary, D., Jacobs, L.C. & Razavieh, A. 2009. *Pengantar Penelitian Pendidikan*. Terjemahan oleh Arief Furchan. 2023. Surabaya: Usaha nasional
- Arikunto, S. 2021. *Prosedur Penelitian*. Jakarta: Rinneka Cipta
- Jawa Pos. 22 April 2021. *Wanita Kelas Bawah Lebih Mandiri*, hlm. 3
- Donuata, P. B. (2019). Pengaruh Quantum Teaching Metode PQ4R Berdasarkan Keragaman Kecerdasan Terhadap Hasil Belajar Fisika. *Jurnal Riset Dan Kajian Pendidikan Fisika*, 6(1), 23–27. <https://doi.org/10.12928/jrkpf.v6i1.11094>.
- Adnani, Q. E. S., Gilkison, A., & McAra-Couper, J. (2023). A historical narrative of the development of midwifery education in Indonesia. *Women and Birth*, 36(1), e175–e178. <https://doi.org/10.1016/j.wombi.2022.06.007>
- Ali, H., Sastrodiharjo, I., Saputra, F., Besar, G., Economy, F., Business, D., Bhayangkara, U., & Raya, J. (2022). Measuring Organizational Citizenship Behavior: Workload, Work Culture and Motivation (Literature Review Study). *Journal of Multidisciplinary Science*, 1(1), 83–93.
- Amir, Reza Nur Ihsan, Alfia Miftakhul Jannah, Maulida Nurus Sofia, Ninda Budiyantri, G. (2021). Problems and Changes in Education Policy in Indonesia. *Check out the journal of elementary school education*, 1(2), 24–29.
- Arwildayanto, A. S. 2018. *Education Policy Analysis. p 99-100*. Bandung: CV. Scholar Press.
- Bakry, A. 2010. Education Policy as Public Policy. *Medtek Journal*, 2(1), 1-13.
- Carte V. Good. 1959. Multiple Assesment for Multiple Inteligences. (Arlington College Press.
- Considine, M. 1994. Public Policy A Critical Approach. (London, Illinois: Maksmillan
- Dewi, R. 2016. Education policy reviewed from a public policy legal perspective. *Journal of Legal Studies*, 7(2), 58-71.



- Dun William. 1981. *Public Policy Analysis; An Introduction*, New York: Prentice-Hall, Inc
- Dye, N., Thomas. 1976. *Policy Analysis, What Government Do, Why Do They It, and What Difference it Makes*. Alabama: The Univ of Alabama
- Hadari Nawawi. 1999. *Education policy in Indonesia is reviewed from a legal standpoint*, Jogjakarta: Gajahmada University Press
- Istanti, D. J. (2016). Dynamics of Educational Curriculum Policy in Post-Reformation Indonesia. *Journal of Political Science and Government Affairs*, 05(02), 1–23
- Jones, O. Charles. *Introduction to Public Policy*. Jakarta: Rajawali
- Justification*. New York: David McKay Company. Mann, Dale. 1975.
Law No. 20 of 2003
- Kholifah, E. R., Mulyadi, M., Suryadi, S., Sutriyanti, S., & Hermanto, H. 2024. Education Policy Formulation Model. *JHIP-Scientific Journal of Educational Sciences*, 7(2), 1399–1404.
- Kurnia, Eve. 2021. "Educative: Journal of Educational Science, Government Policy on the Condition of Education in Indonesia During the Old Order." 3(3): 839–46.
- Majchrzak, Ann. 1984. *Method for Policy Research*. Beverly
- Ministry of Education and Culture, 2020. Strategic Plan of the Ministry of Education and Culture for 2020-2024. Jakarta.
- Muchlis. 2002. *Public Policy*. (Bogor: Ghalia Indonesia)
- Mudjia Rahardjo. 2012. *Policy in Education*. (Bandung: Misan Pustaka).
- Pal, Leslie. 1996. *Public Policy Analysis; An Introduction*. Canada: Nelson
- Parsons, Wayne. 2000. *Public Policy*. New Jersey: Engliwood
- Patton, Carl., Sawicki., Davis S. 1986. *Basic Methods of Policy Analysis and Planning*. New Jersey: Engliwood
- Pratiwi, Dyah, et.al. *Education Policy*. Banten: PT. Sada Kurnia Pustaka
- Republic of Indonesia Government Regulation Number 19 of 2005 concerning Standards
State policy. Jakarta: Bumi Literacy.
- Subarsono. 2013. *Public Policy Analysis*. (Yogyakarta: Student Library).
- Sudarwan. 2010. *Introduction to Education*. (Bandung: Alfabeta).
- Ulil Amri, et, al. 2021. Consistency of Education Policy in Indonesia. *Educational Journal: Journal of Educational Sciences* Volume 3 Number 5 Year 2021 Pages 2200 – 2205. <https://doi.org/10.31004/edukatif.v3i5.778>