

## Conference Paper

# Implementation of Educational Policy in Indonesia

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## Abstract

One of the goals of the state is to educate the nation. Education is the right of every Indonesian citizen regardless of social status, economic status, ethnicity, ethnicity, religion, and gender. 'Education for all' ensures educational services are provided for students who have physical or mental barriers, economic and social barriers or geographical barriers. In the era of regional autonomy the strategic policies adopted by the Directorate General of Primary and Secondary Education related to education policy are: (1) management of school-based quality improvement; (2) education based on community participation (community-based education); (3) using learning paradigms or learning paradigms; (4) the Government also plans education based on Broad Base Education System (BBE). The policy implementation process can only begin if the goals and objectives that were originally general in nature have been detailed, action programs have been designed and a number of funds/ costs have been allocated to realize these goals and objectives.

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## 1. Introduction

In Law Number 25 of 2000 concerning the National Development Program (PROPE-NAS), it is stated that there are three major challenges in the field of education in Indonesia, namely (1) maintaining the results of educational development that have been achieved; (2) preparing competent human resources capable of competing in the global labor market; and (3) in line with the enactment of regional autonomy the national education system is required to make changes and adjustments so that it can realize a more democratic educational process, pay attention to diversity, pay attention to the needs of the region and students, and encourage increased community participation.

In an effort to maximize the implementation of the regional autonomy of the education system, the concept of School-Based Management (SBM) is now being developed, which seeks to increase the role of schools and surrounding communities (*stakeholders*) in the management of education, so that the administration of education becomes

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better and the quality of graduates can be improved. SBM gives great freedom and power to schools, along with a set of responsibilities. With the transfer of decision-making authority to the school level, the school is expected to be more independent and able to determine the direction of development in accordance with the conditions and environmental demands of the community. Or in other words, schools must be able to develop programs that are relevant to the needs of the community.

## 2. Research Method

The type of research used by the author is the type of normative legal research [1]. The reason the author chooses this method in order to find the truth of coherence is to obtain something that is axiologically a value or statute / rule as a reference for analysis. In this study, the author uses secondary data types. Secondary data is material obtained from the study of literature and literature, to solve legal issues and at the same time prescribe what should be, research sources are needed. The research was conducted based on secondary material where these data came from the following materials:

1. Primary legal material consists of legislation and other binding regulations, including: the 1945 Constitution of the Republic of Indonesia and Law Number 20 of 2003 concerning the National Education System.
2. Secondary legal materials, namely materials that provide explanations about primary legal materials, for example opinions or doctrines of experts, articles, seminars, and other scientific works related to consumer protection issues and articles from the internet.
3. Non-legal materials, namely supporting materials outside of primary and secondary legal materials such as the Indonesian General Dictionary and encyclopedias and others.

## 3. Result

Education as a form of investment that determines the future of the nation in the future, should be planned as well as possible for quality results. Students are expected to be able to survive well and develop the potential that is in him. Quality education as a result of these efforts will be a capital towards qualified and competitive Human Resources (HR).

## 4. Discussion

### 4.1. Implementation of Education Policy in Indonesia

Abidin explains that policy is a government decision that is general in nature and applies to all members of the community [2].

Ali Imron in his book *Education Policy Analysis* explains that education policy is one of the State's policies. Carter V Good (1959) provides an understanding of educational policy (educational policy) as a consideration based on a system of values and several assessments of situational factors, these considerations serve as the basis for implementing institutionalized education. This consideration is a plan that is used as a guide for making decisions, so that institutional goals can be achieved.

On the other hand, Ministry of Education and Culture (Kemendikbud) Data shows the percentage of school growth at each level has decreased in FY 2018/2019. At the elementary school level, a decline in the number of public primary schools occurs as a consequence of the regrouping policy. Nevertheless, the decline was also offset by an increase in the number of private primary schools. In addition, it is also seen that the higher contribution of the private sector to educational facilities is the higher level of education. It can be seen that at the high school and vocational school levels it is dominated by private schools at 50.23 percent and 74.56 percent. Furthermore, from the condition of the classroom, more than 50 percent of classes at each level of education are in a damaged condition. The percentage of classes in good condition at private schools is higher than public schools at every level of education. The percentage of libraries to public schools is higher than private schools at every level of education. The percentage of teachers who have a D4 / S1 diploma or more is quite stagnant in FY 2018/2019, but seen from the side the number still increases compared to FY 2017/2018 [3].

And under the leadership of the new minister in 2019, namely Nadiem Anwar Makarim and he has 5 policies. 5 (five) policies of the Minister of Education and Culture Nadiem Anwar Makarim to develop education in Indonesia [4].

1. Prioritize character education and practice of Pancasila.
2. Cut all regulations that hamper breakthroughs and increase investment.
3. Government policies must be conducive to mobilizing the private sector to increase investment in the education sector.

4. All government activities are oriented towards job creation by prioritizing new and innovative approaches to vocational education and training.
5. Strengthening technology as an equitable tool for both remote and large cities to get equal opportunities and support for learning.

Following are the data related to the table regarding education levels for 2017-2018.

TABLE 1: Main Education Data for Year 2017/ 2018 (Source: Education and Culture Data and Statistics Center).

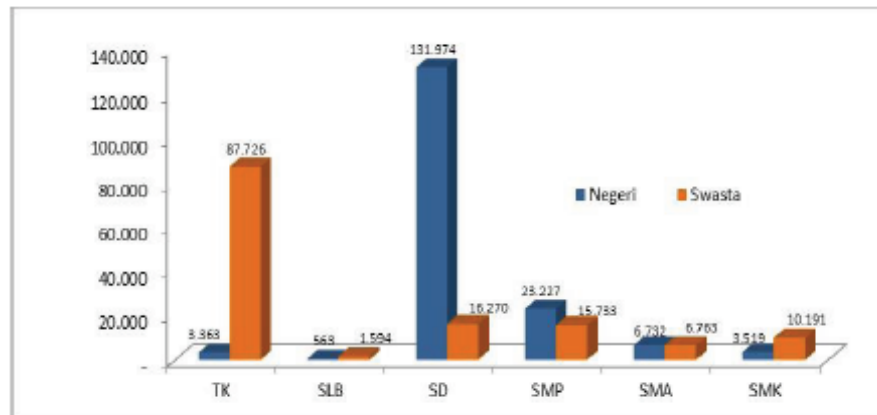
No.	Jenjang Pendidikan	Sekolah	Siswa Baru	Siswa	Guru	Rombongan Belajar	Ruang Kelas	Lulusan	Mengulang	Putus Sekolah
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1.	TK	91.089	...	4.606.102	289.471	...	...	...		
	a. Negeri	3.363	...	244.395	15.765	...	...	...		
	b. Swasta	87.726	...	4.361.707	273.706	...	...	...		
2.	SLB	2.157	28.763	128.510	24.334	30.314	22.104	126	3.979	522
	a. Negeri	563	11.144	50.544	9.668	10.908	8.203	19	1.410	201
	b. Swasta	1.594	17.619	77.966	14.666	19.406	13.901	107	2.569	321
3.	SD	148.244	4.257.224	25.486.506	1.485.602	1.115.194	1.072.136	4.115.553	370.116	32.127
	a. Negeri	131.974	3.662.152	22.153.241	1.301.097	972.110	930.825	3.660.568	334.631	27.059
	b. Swasta	16.270	595.072	3.333.265	184.505	143.084	141.311	454.985	35.485	5.068
4.	SMP	38.960	3.354.222	10.125.724	628.052	354.518	358.361	3.233.509	28.470	51.190
	a. Negeri	23.227	2.488.212	7.540.555	466.699	257.600	259.764	2.415.131	18.868	29.022
	b. Swasta	15.733	866.010	2.585.169	161.353	96.918	98.597	818.378	9.602	22.168
5.	SMA	13.495	1.613.979	4.783.645	307.751	161.064	160.950	1.407.433	9.360	31.123
	a. Negeri	6.732	1.182.687	3.495.570	222.470	112.298	111.897	1.034.194	5.472	16.415
	b. Swasta	6.763	431.292	1.288.075	85.281	48.766	49.053	373.239	3.888	14.708
6.	SMK	13.710	1.721.547	4.904.031	292.212	176.731	162.426	1.300.521	13.665	73.388
	a. Negeri	3.519	747.387	2.110.751	141.813	73.011	66.147	550.573	6.536	22.276
	b. Swasta	10.191	974.160	2.793.280	150.399	103.720	96.279	749.948	7.129	51.112
	<b>Jumlah Total</b>	<b>307.655</b>	<b>10.975.735</b>	<b>50.034.518</b>	<b>3.027.422</b>	<b>1.837.821</b>	<b>1.775.977</b>	<b>10.057.142</b>	<b>425.590</b>	<b>188.350</b>
	a. Negeri	169.378	8.091.582	35.595.056	2.157.512	1.425.927	1.376.836	7.660.485	366.917	94.973
	b. Swasta	138.277	2.884.153	14.439.462	869.910	411.894	399.141	2.396.657	58.673	93.377

Catatan : ... Data tidak tersedia  
 Blok Hitam tidak berlaku untuk jenjang tersebut

Based on the data in Table 1, it is shown that the school with the highest level of education is 148,244 in junior high school, 38,960 compared to senior high school and vocational high school, while the number of teachers is mostly occupied by elementary school with 1,488,602 followed by 628,052 junior high schools compared to high school and vocational school.

Based on graph 1 above, it shows that the number of schools based on education levels is mostly occupied by elementary schools which is 131,974 followed by kindergartens by 87,726 followed by junior high, vocational and high school with different accumulations.

On the other hand, Ministry of Education and Culture (Kemendikbud) Data shows the percentage of school growth at each level has decreased in FY 2018/2019. At the elementary school level, a decline in the number of public primary schools occurs as



**Figure 1:** Data on Number of Schools Based on Education and Status for 2017/2018. Source: Education and Culture Data and Statistics Center

a consequence of the regrouping policy. Nevertheless, the decline was also offset by an increase in the number of private primary schools. In addition, it is also seen that the higher contribution of the private sector to educational facilities is the higher level of education. It can be seen that at the high school and vocational school levels it is dominated by private schools at 50.23 percent and 74.56 percent. Furthermore, from the condition of the classroom, more than 50 percent of classes at each level of education are in a damaged condition. The percentage of classes in good condition at private schools is higher than public schools at every level of education. The percentage of libraries to public schools is higher than private schools at every level of education. The percentage of teachers who have a D4 / S1 diploma or more is quite stagnant in FY 2018/2019, but seen from the side the number still increases compared to FY 2017/2018.

Besides that, outside the elementary, junior high, high school and vocational levels there are also tertiary levels. Where the phenomenon of studying while working is not new in Indonesia. There are around 7 percent of students aged 10-24 working. The higher the level of education, the more the percentage of students who work during the last week has increased. At least 1 in 4 students works and those who work generally have the status of workers / employees.

The achievement of strategic program targets is measured by the level of achievement of strategic target indicators that measure the success of each strategic goal as set out in the 2015-2019 Ministry of Education and Culture Strategic Plan. Indicators used as benchmarks in achieving development include: Literacy Rate (AMH) for young and adult age group population, grade for graduation, repetition rate, survival rate for grade 5 elementary school / equivalent, continuing rate, dropout rate, education level the highest population saved by 15 years and over, the average length of school population 15 years and above and the level of school completion.

The education level of the Indonesian population generally only reaches secondary education. Around 1 out of 4 residents 15 years and over have graduated from high school / equivalent, and only about 9 percent have successfully completed their education up to the tertiary level (PT). Economic status still distinguishes the educational attainment of the population. The higher the economic status of the population, the higher the level of education that can be completed. In line with the 2015-2019 RPJMN, since 2015 the average length of school continues to increase every year. In 2019, the Old School Average Ratio is 8.75 years and has met the target of the Ministry of Education and Culture's Strategic Plan of 8.7 years. However, this number has not been able to meet the RPJMN target in 2019, where the average length of school population of 15 and above is targeted at 8.8 years. As with other education indicators, economic status also has consequences for the average length of school attainment. As the economic status increases, the average length of schooling also increases.

Development in the field of education has been agreed by world leaders as outlined in the Sustainable Development Goals (SDGs) precisely on the 4th Goal, which is to ensure the quality of inclusive and equitable education and increase lifelong learning opportunities for all. Furthermore, the direction of Indonesia's education development is contained in the 2015-2019 National Medium-Term Development Plan (RPJMN) which is the third stage of the 2005-2025 National Long-Term Development Plan (RPJPN). The preparation of the 2015-2019 RPJMN is intended to maintain consistency in the direction of national development and the sustainability of national development in accordance with the mandate of the 1945 Constitution and the RPJPN 2005-2025. In addition, the 2015-2019 RPJMN was established through Presidential Regulation (Perpres) No. 2/2015 was prepared as the direction of achieving the implementation of the Vision, Mission and Development Agenda (Nawa Cita) of the President and Vice President. The direction of national development in the field of education which is clearly stated in the fifth Nawa Cita is to improve the quality of life of people and the people of Indonesia. (Part-Time Evaluation for 2015-2019 RPJMN).

The main focus in the development of education until now is still on improving the quality and equity of education. As quoted in the 2015-2019 RPJMN, the challenges in education development are accelerating the improvement of the level of education of all people in obtaining quality basic education services, and increasing access to education at the level of secondary and tertiary education; reduce the gap in education participation between socio-economic groups, between regions, and between sexes; and enhance lifelong learning.

As we all know, 2019 is the end of the 2015-2019 RPJMN period. The next development direction will refer to the 2020-2024 RPJMN which is the final stage of the 2005-2025 RPJPN. Going forward, the focus of educational development is the continuation of previous education development, which prioritizes the increase in the distribution of quality education services (RPJMN 2020-2024). The level of community education has improved, but has not yet reached the entire population. Education disparity between economic groups is still a problem and is getting wider along with the increasing level of education. The education gap is also still high when compared between regions. Quality learning also has not run optimally and evenly between regions. A number of steps have been taken by the government to improve the quality of national education. Unfortunately, the efforts made have not been able to improve the quality of learning that fosters higher order thinking skills. The results of the PISA (Program for International Student Assessment) in 2015 showed that the proportion of students in Indonesia that is above the competency standard is still lower than other countries in the ASEAN region.

Without these conditions, public policy can be said to be merely political rhetoric or political slogan. Theoretically at this stage of implementation the policy formulation process can be replaced by the policy implementation process, and programs are then activated. But in practice, the distinction between the stages of policy formulation and the stage of policy implementation is actually difficult to maintain, because feedback from the implementation procedures may cause the need for certain changes in the objectives and direction of the policy that has been set. Or the rules and guidelines that have been formulated in fact need to be reviewed so as to cause a review of policy making in terms of implementation.

## 5. Conclusion

That the policy is made to be a guide in acting, directing activities in educational organizations to achieve the goals set. The policy implementation process can only begin if the goals and objectives that were originally general in nature have been detailed, action programs have been designed and a number of funds / costs have been allocated to realize these goals and objectives. 5 (five) policies of the Minister of Education and Culture Nadiem Anwar Makarim to develop education in Indonesia, namely prioritize character education and practice of Pancasila, cut all regulations that hamper breakthroughs and increase investment, government policies must be conducive to mobilizing the private sector to increase investment in the education sector and all government activities are oriented towards job creation by prioritizing new and



innovative approaches to vocational education and training and finally strengthening technology as an equitable tool for both remote and large cities to get equal opportunities and support for learning.

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### Conflict of Interest

The authors have no conflict of interest to declare.

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