EDUCATION POLICY: DIRECTION DETERMINANT IN SOLVING EDUCATIONAL PROBLEMS

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Abstract

A set of laws or regulations known as education policy govern the way the educational system is implemented, including the objectives of education and the methods by which they are to be met. There are still a number of prevalent educational issues that make it difficult to raise the standard and accessibility of education. Of fact, a country's progress depends on its ability to provide quality education. Understanding what is meant by education policy, what it entails, what kinds of government policies are in the field of education, and how education policy is carried out are issues that frequently crop up in the context of national education policy. In order to ensure that educational activities proceed as planned and meet the desired outcomes, national education policy is crucial in safeguarding and supervising them. The research methodology employed in this study is library research, which is defined as research activities conducted by gathering information from books, journals, and the findings of earlier studies pertaining to the subject of this study. This research discusses the basic concepts and scope of educational policy, types of educational problems, efforts to resolve educational problems with educational policy.

Keywords: education policy, determining direction, education problems

INTRODUCTION

Policies always include ambiguous structures. Policy can result in anti-values like dominance and non-developmental processes, but it can also play an instrumental role in producing decisions, programs, and other outcomes that

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align with the values that the players involved in the decision-making process believe in (Farley et al., 2021). We frequently hear, discuss, and even act upon the concept of education policy, yet we frequently lack a thorough understanding of it. Common sense reasoning and needs in the area serve as a policy's primary foundations. Naturally, although human reason is the primary factor in decision-making, policies are not only the product of individual or collective thinking. A policy sometimes places more emphasis on emotional and irrational factors. This does not mean that a policy does not contain rational elements. It could happen that these rational factors had not been achieved at that time or were just mere intuition (Viennet, R., & Pont, 2017).

According to Liu, Y., Halev, A., & Liu, Thus, education is a human right of every Indonesian citizen regardless of social, economic, tribal, ethnic, religious and gender status. Without exception, those who have physical or mental barriers, as well as geographical barriers, also have the same right to obtain quality education. Due to its large population, geographical spread as an archipelago, pluralistic society, and varied economic levels, Indonesia presents a difficult challenge for national education in terms of providing an education system that can meet the needs of every citizen. Indonesia.

Understanding what is meant by education policy itself, its characteristics, government policies in the education sector, and how to implement national education policy in Indonesia for elementary schools are among the issues that frequently come up in the context of national education policies. This study tries to provide information regarding Education Policy, namely, to know the meaning of National Education Policy, to know the Characteristics of Education Policy, to know Government Policies in the Education sector and also to know the Implementation of Education Policy in Indonesia (Anyon, J. 2017).

Guidelines and instructions for education implementers to follow when carrying out educational activities provide the policy foundation in education. Because of this, this foundation typically has a tight relationship to the statutory regulations or laws that are in effect in a nation, which are decided upon and issued by individuals who hold relevant authority at that particular time. Government regulations and policies, particularly those pertaining to education, must be well-founded in order to raise the standard of education in Indonesia while maintaining a balance between societal demands and the advancement of science and technology (Hudson et al., 2020). Consequently, it is evident that national education policy is crucial in safeguarding and

supervising educational endeavors to ensure that they proceed as intended and meet anticipated objectives.

As time goes by, of course many problems are faced in life, including in the field of education. This can be seen from the still chaotic nature of our national education, both in quality and quantity, and quite a few even think that our education is still chaotic and lagging behind other countries. According to Kosim et al., (2023) our national education has not been successful in forming national character values in students, because our educational orientation places more emphasis on the cognitive domain. Facing these problems, there is a need for innovation and change in our national education system, especially those related to the quality of education and its relevance to people's needs in the world of work. Various efforts have been made by the Indonesian government to realize the ideals in the field of education as mandated in the preamble to the 1945 Constitution, namely to make the life of the nation intelligent. The efforts made are innovation or renewal in the field of education through policies issued by the government. The 1945 Constitution, legislation, ministerial regulations, government regulations, programs, and so forth all contain these policies (Fadhil, I., & Sabic-El-Rayess, 2021).

Among these policies are those related to innovation and change in education. Several policies related to innovation and change in education that have been implemented include Active Student Learning Methods, Development Preparatory Schools, Tutoring Teachers, Modular Teaching Systems, Small Schools, Distance Learning Systems, Teacher Career Development (Certification), Determination of National Education Standards , National Education Standards Agency, and Lesson Study Development (Chan, 2023).

RESEARCH METHOD

The research methodology employed in this study is library research, which is defined as research activities conducted by gathering information from books, journals, and the findings of earlier studies pertaining to the subject of this study. The internet is used by the data gathering approach to look up different book references and earlier research publications that are relevant to the study discussion issue.

In order to efficiently query academic databases, pertinent search terms and keywords are determined. Significant data from chosen research, such as methodology, conclusions, and key findings, were methodically extracted. The goal of this data extraction procedure is to collect the necessary facts to create

a cohesive story and spot broad themes in the literature. During the synthesis and analysis phase, the gathered data is arranged to create a coherent story that addresses the goals and research questions (Raguindin et al., 2021). Iterative procedures for the literature search and review allowed for ongoing improvement and validation of results. Additional searches were carried out to incorporate the most recent research and guarantee that the most recent information was included in the review when new insights surfaced during the synthesis.

RESULT AND DISCUSSION

Basic Concepts and Scope of Education Policy

Policy comes from the Greek polis which means city state. This word developed from Latin "politics" which means state. Meanwhile, in Middle English there is the word "policie" which refers to actions related to state matters and government administration. So policy is defined as something that relates to the idea of organizational arrangements and formal patterns that are equally accepted by the government or institution which therefore seeks to pursue its goals (Ball, 2021). Heikkila, T., & Cairney, P. (2018) stated that policy is the result of a decision that is carefully and carefully thought out by a central decision maker, not a repetitive or routine activity that is programmed in relation to rules. Klein and Murphy offered an alternative viewpoint, arguing that policy is an organization's complete set of guidelines, rules, and objectives. Put another way, policy is the set of directives that direct an organization. Hough also defines policy as a collection of objectives, recommendations, plans, judgments, and laws or regulations that have sway. This is in line with Gillborn, et al., (2018) that the aim of policy science is not only to help make efficient decisions, but also to participate in improving democratic practices, which in turn helps realize human goals.

Therefore, the legal idea that guides the creation of laws in the field of education serves as the foundation for educational policy, ensuring that needs, circumstances, and conditions are balanced throughout the process. In an effort to achieve harmony while meeting these needs, Mogensen, F., & Schnack, K. (2018). describes the concept of policy through eight directions of meaning of policy functions where:

1. The policy functions as a confirmation of the aims and objectives of the issuance of the policy
2. Policies function as institutional decisions that regulate, control, promote, serve and provide other influences within the scope of the policy's authority

3. Using policy as a framework for optional action
4. Using policy as a problem-solving tactic
5. Policy as approved conduct or measures
6. Policy as a standard of conduct in the area of substantive action that is distinguished by regularity and consistency
7. Policy as the system's product for establishing policy
8. The impact of policy on the formulation of policy, which aims to comprehend policy targets related to system implementation.

Therefore, it may be said that an education policy is a set of laws or regulations that control how the educational system is implemented, including the goals of education and the means by which they are to be achieved. To put it simply, education policies are a set of guidelines outlining several approaches to achieving national education goals (Saykılı, A.. 2018). The purpose of educational policy is to serve as a roadmap for action, guiding educational organizations, schools, and the community toward achieving the stated objectives. Hence, education policy serves as the overarching framework for decisions made at all organizational and educational levels.

According to Dixson, A. D., & Rousseau Anderson, C. (2018) educational policies should fulfill the following characteristics:

1. Have clear educational objectives. Like policies in general, educational policies must also have clear objectives. Especially the educational goals that will be realized. The educational objectives must be clear and directed so that they contribute to education.
2. Meet formal and legal requirements. There is no doubt that educational policies will be upheld, therefore all pre-requisites that must be met must be completed first. In this way, educational policies have proof of validity and are legally recognized as being enforceable in a region. Education policies must meet constitutional requirements in accordance with the constitution in force in a region in order to be officially recognized and apply in that region.
3. Have a mature operational concept. In order for the education policy to be implemented, it must have operational benefits. What is intended here is that as a guideline, educational policy must carry out its function as a supporter in decision making.
4. Made by the party who has the authority to make policy. In making education policy, experts and all those directly related to education must take part so that when the policy is introduced and implemented it does not

cause defects or damage to education itself and/or to the environment outside education.

5. Education policy can be evaluated. As a form of decision, education policy must also be assessed whether the decision is correct or still needs to be improved. Whether an education policy is good or not can be seen from the results obtained after being confronted with reality conditions in the field. If the response is good, the education policy can be maintained or developed. However, if the education policy contains errors, the policy must be corrected immediately. Evaluation of education policies is a common thing to measure success.

6. Have systematicity. As a system, education policy must have a clear systematicity that concerns all aspects that are its targets. High levels of effectiveness, efficiency, and sustainability are necessary for systematic policies to avoid being pragmatic, discriminatory, or having a brittle structure as a result of missing pieces or conflicts between various components. By doing this, the possibility of internal legal flaws is eliminated. Policies pertaining to education must also be externally connected with other policies, including monetary, political, and other policies.

According to Ball, S. J. (2020) education policies are differentiated based on levels according to the level and extent to which the policy is formulated and implemented, as well as the parties involved in implementing the policy. These levels are divided into four levels of education, namely:

1. Level of National Policy National policy is issued by the People's Consultative Assembly. Policies at the national level are also known as administrative policies.

2. General Policy Level Policies that serve as guidelines or instructions for implementation, both positive and negative, cover all relevant agencies or regions. It is also called executive policy, because it is issued by those who hold executive positions. What is included in general policy are laws, government regulations, and presidential decrees and instructions

3. Special Policy Level This special policy is issued as a policy that describes the implementation of general policies. Thus, this particular policy is based on the policy that is above it. Similar to general policies, specific policies are also known as executive policies. Namely the policy issued by the Minister to assist the President.

4. Technical Policy Level As operational policies under special policies, technical policies are referred to as operative policies. This is because this

policy is an implementation guideline. Those who have the right to issue this technical policy are those in echelon 2 positions and below, such as the Directorate General or leaders of non-departmental institutions. The products of this special policy level include regulations, decisions and instructions from institutional leaders. Based on this technical policy, the Governor, Head of Regional Offices, Regent and Head of Department in each field implement policies that are adapted to the conditions and situation factors in their respective regions. This is what causes differences in the implementation of policies from the central government at the regional level.

Types of Educational Problems

In Indonesia, there are still several educational problems that are common and pose challenges in improving the quality and access to education. Quality education is of course expected for the progress of a nation, education is not just a means of 'agent of change' for the young generation who will be the successors of a nation, but also must be an 'agent of producer' in order to create a real transformation. Indonesia is an archipelagic country in the form of a Republic with a population of 275.36 million people. The National Education System Law No. 20 of 2003 now governs education in Indonesia. In Indonesia, there are three primary avenues for education: Formal, Non-Formal, and Informal. In a system, of course, there will always be advantages and disadvantages, but the performance of the system will produce what quality it is, if it is executed well, of course there will be lots of positive things and good results (Romero, C., & Ventura, S. 2020).

According to Henriksen et al., (2017) the quality of education in Indonesia is currently very worrying. Based on a survey from the Political and Economic Risk Consultant (PERC), Indonesia is ranked lowest among 12 countries in Asia, even below Vietnam. This inequality in the quality of education indicates a backwardness that needs to be addressed immediately. Education has an important role in improving Indonesia's human resources for the progress of the nation, therefore, efforts are needed to improve the quality of education so that it can compete with other countries. The following are several examples of educational problems that commonly occur in Indonesia according to Sulisworo et al., (2017):

1. Limited Access to Education

   There are still many children in Indonesia who face difficulties in accessing education, especially in remote, remote areas or poor communities. The

long distance between residence and school, lack of transportation facilities, and minimal educational infrastructure in these areas are obstacles to equitable access to education.

2. Educational Inequality

    Education inequality between urban and rural areas, as well as between socio-economic groups, remains a serious problem in Indonesia. The facilities and quality of education in urban areas are generally better than in rural areas. Children from poor families often have difficulty accessing high-quality education.

3. Quality of Teachers and Education Personnel

    Challenges related to the quality of teachers and teaching staff in Indonesia still exist. Lack of adequate training, limited quality human resources in the education sector, as well as high rotation rates in some areas hamper the consistency and quality of teaching.

4. Irrelevant Curriculum

    Some parties argue that the education curriculum in Indonesia is still less relevant to the needs of the world of work and global developments. Too much theoretical content and a lack of empowerment of practical skills can hinder students from developing relevant and applicable skills.

5. Quality of Facilities and Infrastructure

    Many schools in Indonesia still face problems related to inadequate facilities and infrastructure. This includes limited classrooms, laboratories, libraries, limited internet access, and poor sanitation. These deficiencies can affect students' learning experiences and the quality of education provided.

6. Digital Divide

    The gap in access to adequate information and communication technology is still a problem in Indonesia. Not all students have the same access to computer devices, the internet, or digital resources. This can result in gaps in the ability to access information and online learning.

7. Test and Evaluation Quality

    The evaluation and exam system in Indonesia is often the subject of debate. Sometimes, evaluations that focus too much on national standardized tests can ignore the holistic development of students and alternative, more inclusive evaluation methods.

According to Muttaqin, T. (2018), learning problems in Indonesia occur due to several factors. In this case, the causes of learning problems will be limited to three factors, namely:

1. Learning Approach Factors.

The problems that arise in Indonesian society stem from the failure of the education system. Starting from family education, the surrounding environment, and school education. Everyone lacks the ability to resolve the mess, so the child becomes the victim. The assumptions underlying educational programs are often not aligned with the essence of learning. According to him, the world of learning is approached with a paradigm that is unable to describe the nature of learning and teaching in a comprehensive manner. However, so far education and learning has only emphasized uniform behavior, with the hope of producing order, order and certainty. The learning paradigm that prioritizes uniformity has succeeded in teaching students to appreciate similarities and find it difficult to appreciate differences. So it is necessary to reform, redefine and reorient, even reform, the theoretical and conceptual foundations of teaching and learning so that we can develop the nation's children who can appreciate diversity and differences.

2. Curriculum Change Factors

The rise and fall of the quality of education in Indonesia is also caused by frequent changes in the curriculum applied in learning. A phenomenon that often occurs in Indonesia is that every time the government cabinet changes, in this case the minister of education, the curriculum applied also changes. The curriculum is the teacher's basis for where the learning is going, what goals must be achieved, what changes in behavior must be generated, what difficulties, weaknesses, and what appropriate actions students must take for further learning. The curriculum set by the government can be said to be a fixed price that must be met. Only teachers give "life" to curriculum guidelines published by the government. Because the teacher is the main figure in realizing the curriculum so that changes in student behavior occur according to what is expected.

3. Teacher Competency Factors.

A knowledge-based school must have competent teachers who understand curriculum, learning, and human development, including learning styles.

The professional competency referred to in this case is the teacher's ability to master subject matter broadly and in depth. This means that a teacher must master other academic skills that play a role in supporting teacher professionalism. These academic abilities include, among other things, having the ability to master appropriate knowledge, level and type of education. The various obstacles faced by schools, especially in remote areas, generally experience a shortage of teachers who meet their needs.

The needs in question are the needs of subjects or fields of study that are in accordance with teacher education. In the end, the school was forced to adopt a policy that was unpopular with the children, the teachers taught not according to their field of expertise.

Efforts to Solve Educational Problems with Educational Policy

Education is essentially done to raise someone's or a group's standard of living to a higher level than it was previously. To clarify the meaning of educational innovation, it is first necessary to discuss the meaning of invention, discovery and innovation. Discovery is the discovery of something that is essentially found to already exist, but is not yet known to the public. Like the discovery of America. Basically, the American continent has existed in this world for a long time, but was only discovered by Columbus in 1492, so it is said that Columbus discovered the American continent, which means Columbus was the first European to discover the American continent (Thompson et al., 2022).

Education is a product that arises from human activity in response to the universal reality of the universe. Initially, the presence of education was a means for humans to learn to see, study and understand all the realities of life, including self-knowledge which is part of reality itself. In the process of development, education not only acts as a means of satisfying human curiosity, but also acts as a means of realizing an individual's personal potential. Two forms of the role of education are to present humans as individuals, because education that arises from human activity must be able to humanize humans. As a process of realizing an individual's personal potential, education must be designed based on the awareness that individuals have potential which always leads to the door to realization naturally (Pratikno et al., 2022).

Globally, education is something that is passed on from generation to generation. Humanization initiatives are implemented in a way that aligns with the values and social and cultural norms of the target society. Therefore, despite the fact that education is universal, there are still certain disparities based on sociocultural context and life concepts. Stated differently, education is grounded in the sociocultural underpinnings and life philosophy of all societies, including Indonesian society. Studying the three foundations (philosophy, sociology, and culture) will equip every educator with a complete vision and knowledge about their field of activity (Scherer et al., 2020).

Through education, people can learn the importance of the truth, develop their own personalities, learn how to think and express themselves in all facets of a social unit's existence, and achieve optimal physical and mental

health. He can also sharpen his intellect and control his desires. The characteristics of an innovation are highlighted as follows: first, there is relative advantage, namely the extent to which an innovation is felt to be beneficial for the recipient. The usefulness of an innovation can be measured according to its utility value, whether in terms of economic, social, pleasure, satisfaction, or because it has very important components. The more benefits provided to recipients, the faster the innovation spreads. In this case, the use of more efficient gas stoves has benefited many parties. Second, "compatible", namely the extent to which the innovation is in accordance with the values, past experiences and needs of the recipient. Innovations that do not conform to the values or standards that the recipient believes in will not be accepted as quickly as innovations that conform to existing standards in society. As is the case with the socialization of contraceptives in society which according to religious beliefs and dogma is considered controversial, the spread of this innovation is slow and even hampered again (Ainscow, 2020).

Basically, education is carried out to improve the standard of living of a person or group of people to be better than before. To clarify the meaning of educational innovation, it is first necessary to discuss the meaning of invention, discovery and innovation. Discovery is the discovery of something that is essentially found to already exist, but is not yet known to the public. Like the discovery of America. Basically, the American continent has existed in this world for a long time, but was only discovered by Columbus in 1492, so it is said that Columbus discovered the American continent, which means Columbus was the first European to discover the American continent (Thompson et al., 2022).

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Through education, people can know the value of truth, determine how to think, express themselves in all aspects of the life of a social unit, and at the same time develop their own nature; optimal physical and mental health. He can also sharpen his intellect and control his desires. The characteristics of an innovation are highlighted as follows: first, there is relative advantage, namely the extent to which an innovation is felt to be beneficial for the recipient. The usefulness of an innovation can be measured according to its utility value, whether in terms of economic, social, pleasure, satisfaction, or because it has very important components. The more benefits provided to recipients, the faster the innovation spreads. In this case, the use of more efficient gas stoves has benefited many parties. Second, "compatible", namely the extent to which the innovation is in accordance with the values, past experiences and needs of the recipient. Innovations that do not conform to the values or standards that the recipient believes in will not be accepted as quickly as innovations that conform to existing standards in society. As is the case with the socialization of contraceptives in society which according to religious beliefs and dogma is considered controversial, the spread of this innovation is slow and even hampered again (Ainscow, 2020).

The direction of the goals of Indonesian education innovation step by step, namely:

1. Catch up with the lags produced by advances in science and technology so that over time education in Indonesia runs parallel to these advances.
2. Make efforts to provide school and out-of-school education for every citizen, for example by increasing the capacity of elementary, middle, high school and tertiary school students.
3. Strive to improve quality which is felt to be decreasing. With the new delivery system, it is hoped that students will become active, creative and skilled at solving problems.

The problems that require educational innovation in Indonesia according to Pramana et al., (2021) are:

1. The development of science produces technological progress which influences the social, economic, political, educational and cultural life of the

Indonesian nation. The education system owned and implemented in Indonesia has not been able to follow and control these advances so that the world of education has not been able to produce skilled, creative and active development personnel in accordance with the demands and desires of society.

2. The rate of population explosion is quite rapid, which has resulted in very unbalanced capacity, space and educational facilities.

3. Soaring public aspirations to obtain better education, while opportunities are very limited.

4. The perceived quality of education is decreasing as it has not been able to keep up with developments in science and technology.

5. There are not yet widespread effective organizational tools, and the atmosphere in society has not yet developed to bring about the changes required by current and future conditions.

6. The very rapid increase in population and at the same time the increase in people's desire to obtain education which cumulatively demands the availability of adequate educational facilities.

CONCLUSION

Understanding what is meant by education policy itself, its characteristics, government policies in the education sector, and how to implement national education policy in Indonesia for elementary schools are among the issues that frequently come up in the context of national education policies. This study tries to provide information regarding Education Policy, namely, to know the meaning of National Education Policy, to know the Characteristics of Education Policy, to know Government Policies in the Education sector and also to know the Implementation of Education Policy in Indonesia. In order to ensure that educational activities proceed as planned and meet the desired outcomes, national education policy is crucial in safeguarding and supervising them.

Some examples of common educational problems are:

1. Limited Access to Education
2. Educational Inequality
3. Quality of Teachers and Education Personnel
4. Irrelevant Curriculum
5. Quality of Facilities and Infrastructure
6. Digital Divide
7. Test and Evaluation Quality

Basically, education is carried out to improve the standard of living of a person or group of people to be better than before. To clarify the meaning of educational innovation, it is first necessary to discuss the meaning of invention, discovery and innovation.

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