



POLICIES TO OVERCOME EDUCATION PROBLEMS WITH NEW INNOVATIONS IN THE ERA OF SOCIETY 5.0

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Abstrak

Kebijakan pendidikan di Indonesia merupakan penentu arah dan tujuan pendidikan di masa depan. Permasalahan yang dihadapi pendidikan selama ini berakar pada empat hal yaitu, masalah kuantitas, masalah kualitas, masalah efektivitas, masalah efisiensi. Penelitian ini menganalisis beberapa permasalahan tersebut dengan kebijakan yang lama namun menggunakan cara-cara yang inovatif dengan metode penelitian studi literatur. Hasil penelitian ini mengungkapkan bahwa ada dua kebijakan pendidikan (mikro dan makro) yang harus diimplementasikan dengan cara inovatif yaitu dengan merekonstruksi rumusan-rumusan kebijakan yang bersifat umum menjadi lebih rinci dan jelas, disertai dengan konsep, metode, dan cara pelaksanaannya. Dari rumusan-rumusan tersebut, nantinya akan dijabarkan beberapa permasalahan menjadi langkah-langkah pemecahan masalah dengan kebijakan lama yang inovatif untuk menyongsong era society 5.0.

Kata Kunci: *kebijakan pendidikan, inovasi kebijakan pendidikan, inovasi pendidikan society 5.0*

Abstract

Education policy in Indonesia is the determining direction and purpose of education in the future. The problems faced by education so far are rooted in four things, namely, quantity problems, quality problems, effectiveness problems, efficiency problems. This study analyzes some of the problems with old policies but using innovative ways with the literature study research method. The results of this study reveal that there are two educational policies (micro and macro) that must be implemented in an innovative way by reconstructing the formulations of general policies to be more detailed and clear, accompanied by concepts, methods, and ways of implementation. From these formulations, it will later elaborate several problems into steps for problem solving with old innovative policies to welcome the era of society 5.0.

Keywords: education policy, education policy innovation, society 5.0 education innovation

1. Introduction

Education policy determines the purpose and direction of education. In Indonesia, education is always undergoing changes and improvements in accordance with the demands of the times. Education reform in Indonesia seems to be a dream light that will provide many life changes for this nation. However, what happened later was that education in Indonesia increasingly became a new problem, namely the birth of systemic ambiguity. The ironic condition of education is about ambivalent goal setting policies, until now the education system in Indonesia has never reached the point of success at all. And in fact, education in Indonesia occupies the fifth position in Asia, which means that education in Indonesia is still a serious problem.

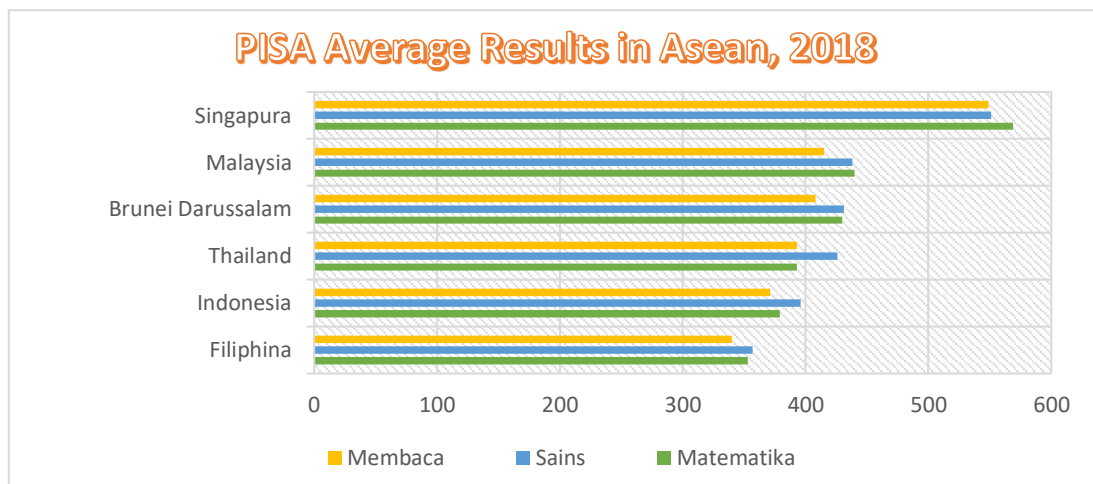


Figure 1.1 Results of the Program for International Student Assessment (PISA)

The problems of education in Indonesia are generally rooted in four main crises: quantity, quality, effectiveness and efficiency. Various quantitative indicators are put forward with regard to these four problems, with regard to comparative analysis comparing the situation of education between countries in the Asian region. These four problems are crucial, fundamental, and multidimensional, making it difficult to find a solution to the problem¹. This problem occurs in education in general in Indonesia.

1.1 Quantity Problem

The issue of quantity in education in Indonesia is closely related to education equity policies. The problem that education in Indonesia has always faced is related to the location of schools and the ratio of teachers in the 3T areas. Many schools do not have access to proper education, and many teachers have difficulty in carrying out learning because of the unbalanced ratio. As a result, many schools are chaotic regarding the implementation of learning because human resources are only sober. Of course, this has a huge impact on the learning carried out by students².

¹ M.Pd dra. Siti Farikhah and M.M.Pd drs. Wahyydhiana, "Manajemen Pendidikan," 2015.

² H.A Rusdiana, "Kebijakan Pendidikan," *Kebijakan Pendidikan Dari Filosofi Ke Implementasi*, 2015.

Then there is the issue of the quantity of education in Indonesia, which is located in urban areas. The issue of equitable distribution of education is gradually improving, but the increase in the number of students and the length of formal education has not been followed by a picture of the results of education that should be. The facts that occur are corrupt behaviour, brawls, hedonistic lifestyles, despair, egotism, lack of self-confidence, drug abuse and plagiarism habits among students are examples of community behaviour that is spreading today. These phenomena are a picture that is not in line with the expectations of educational outcomes.

1.2 Quality Problem

The Political and Economic Risk Consultant (PERC) survey explained that the quality of education in Indonesia ranks 12th out of 12 countries in Asia ³. This means that Indonesia's position is below Vietnam's. Then data from The World Economic Forum Sweden explains that Indonesia has low competitiveness, which only ranks 37th out of 57 countries surveyed in the world ⁴. Furthermore, a survey from the same institution in Indonesia is only predicated as a follower not as a technology leader from 53 countries in the world. This indicates that the era of Society 5.0 has made education in Indonesia exciting. The excitement is not caused by the great quality of national education but more due to awareness of the dangers of the underdevelopment of education in Indonesia.

The low quality of Indonesian education is also indicated by Balitbang data that out of 146,052 elementary schools in Indonesia, only eight schools have received world recognition in the Primary Years Program (PYP) category. Of the 20,918 Junior High Schools (SMP) in Indonesia, it turns out that only eight schools have received world recognition in the category of The Middle Years Program (MYP) and of the 8,036 Senior High Schools (SMA), only seven schools have received world recognition in the category of The Diploma Program (DP) ⁵. The causes of the low quality of education in Indonesia include problems of effectiveness and efficiency. The specific problems in education are, 1) Low teacher welfare, 2) Low teacher quality, 3) Low physical facilities, 4) Low student achievement, 5) Low opportunity for equal distribution of education, 6) Low relevance of education to needs, (7) The high cost of education ⁶.

1.3 Effectiveness Problem

The effectiveness of education in Indonesia is very low. After educational practitioners conducted research and surveys in the field, one of the causes is the absence of clear educational objectives before learning activities are carried out. This causes students and educators to not know what 'goal' will be produced so they do not have a clear picture of the educational process ⁷.

³ CECC/SICA, "Central American Education Policy 2013-2030," 2017, 1-14.

⁴ OECD, "United States - Country Note - PISA 2018 Results," *Programme for International Student Assessment (PISA) Result from PISA 2018 I-III* (2019): 1-12, [oecd.org](https://www.oecd.org/pisa/).

⁵ CECC/SICA, "Central American Education Policy 2013-2030."

⁶ A. Agustang, "Makalah 'Masalah Pendidikan Di Indonesia,'" *Www.Melianikasim.Wordpress.Com*, 2021, 0-19, <https://meilianikasim.wordpress.com/2009/03/08/makalah-masalah-pendidikan-di-indonesia/>.

⁷ Supardi U.S., "Arah Pendidikan Di Indonesia Dalam Tataran Kebijakan Dan Implementasi," *Formatif: Jurnal Ilmiah Pendidikan MIPA* 2, no. 2 (2015): 111-21, <https://doi.org/10.30998/formatif.v2i2.92>.

Clearly, this is the most important issue if we want effective teaching. How can we achieve our goals if we don't know what our goals are? So far, many people think that formal education is just a formality to shape Indonesia's human resources. Regardless of the graduation aspect and the formal learning aspect, the most important thing is to have carried out a high level of education and be considered great by the community. This assumption also causes the effectiveness of teaching in Indonesia to be very low.

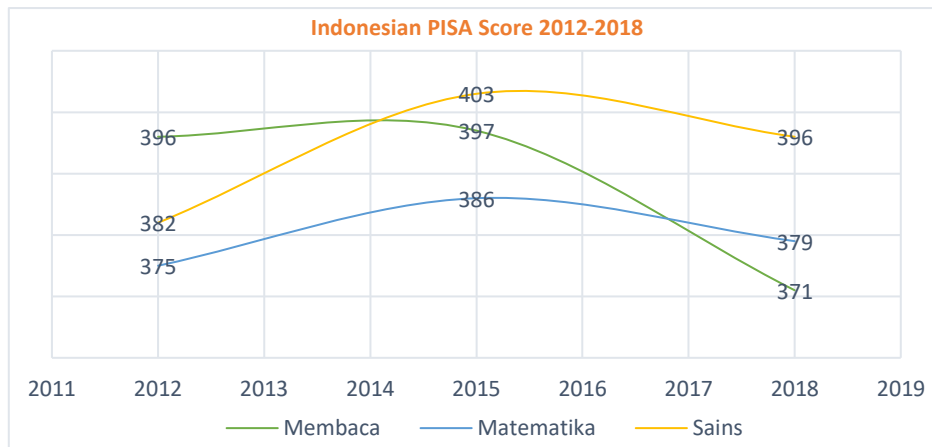


Figure 2.1 PISA Results for Education in Indonesia 2012-2018

Everyone has advantages in their respective fields and is expected to take education according to their talents and interests not just to be considered great by others. In high school education for example, someone who has advantages in the social field (social studies) is forced to follow a science study program (science) will result in lower teaching effectiveness when compared to students who follow a study program following their talents and interests. Things like that happen a lot in Indonesia and ironically these problems are difficult to overcome, causing the low effectiveness of education in Indonesia.

1.4 Efficiency Problem

Some of the problems of education efficiency in Indonesia are related to the practices and time used in the education process, then the quality of educators and many other things that cause the inefficiency of the education process in Indonesia. From the results of the field survey, researchers can conclude that face-to-face education in Indonesia is relatively long when compared to other developed countries. In formal education in secondary schools, for example, there are schools whose daily teaching schedule starts at 7 am and ends at 4 pm. This is certainly inefficient, because when researchers observed, students who participated in the formal education process that spent a lot of time, many students participated in other informal education institutions such as academic tutoring, languages, and so on ⁸. It is also clear that the long education process is not effective because students end up attending informal education to complement the formal

⁸ Firdha Yusmar, "Inovasi Pendidikan Sebagai Solusi Permasalahan Pendidikan," n.d.

education that is lacking.

The issue of efficiency in education arises and remains when the problems of quantity, quality, and effectiveness in education are not resolved and instead take a new path that will even add new problems. In recent years, education in Indonesia has used the 1994 curriculum education system, the 2004 curriculum, a competency-based curriculum that changes the teaching process to an active education process, to the new Merdeka Belajar curriculum. The fact that occurs in the field is that many elements of education such as principals, teachers, and parents of students are confused in the assessment of their assessments⁹. And when changing the curriculum, it is certain to also change the way of teaching education, and teachers must be given training first, which in this case means increasing the cost of education costs. So it is very unfortunate if too often changing the curriculum is considered effective quaran and then immediately replacing it with a curriculum that is considered more effective.

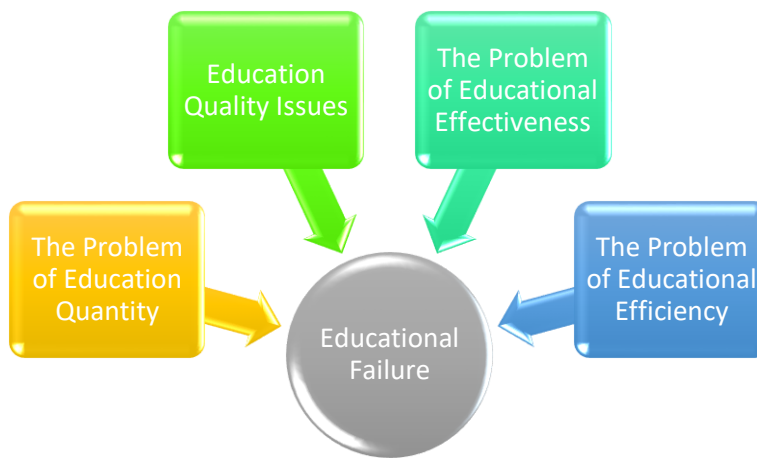


Figure 3.1 Problems tree in education

Thus, some of the problems of education in Indonesia are complex and rooted in the four main problems, of course, education policies are needed that can overcome these problems. The policy in question is related to policies that address issues that have not yet been resolved, and with a note that this policy uses old policies but with innovative implementation. This policy with innovative implementation aims to be ready to face developments in the era of society 5.0 because the development of this era requires people to be able to solve various challenges and social problems that are increasingly complex and comprehensive¹⁰. So that later education policy becomes the centre of the role of change with the community to create a learning community and a driver of learning.

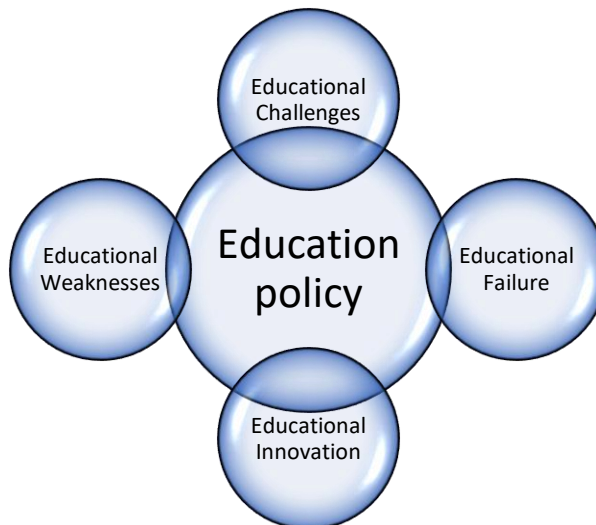
⁹ Kebijakan Belajar and D I Jawa, "Penerapan Merdeka," 2022, 149–68.

¹⁰ Yusmar, "Inovasi Pendidikan Sebagai Solusi Permasalahan Pendidikan."



Figure 4.1 Challenge in Indonesian education

The challenge of education in general must be competitive because it is a reflection of the productivity of the quality of human resources owned by a nation. Borrowing the theory from Rusdiana that competitiveness is defined as the condition of institutions, policies, and factors that determine the level of economic productivity of a country ¹¹. The high quality of human resources will lead to high productivity and ultimately reflect the high competitiveness of the nation. High competitiveness has the potential to obtain high economic growth, and in turn, can improve the welfare of the nation following the mandate of the ideals of Indonesian independence as stated in the preamble of the 1945 Constitution.



¹¹ Rusdiana, "Kebijakan Pendidikan."

Figure 5.1 Tabulation of main points Policy Indonesian education

Understanding these problems, innovative education policies become a foothold in answering existing problems, as well as being able to provide clarity and direction to be taken. Innovative education policy can also be a legal umbrella for all education providers. So with this explanation, several problem formulations must be understood, examined and studied together, including: (1) How is the education policy applied in overcoming existing problems, (2) How is the implementation of innovative old policies.

2. Research Method

The research in this study uses a qualitative method using a descriptive literature study approach based on the writings of educational experts and tries to map the educational policies that have been implemented and seek to provide innovative recommendations in what is happening according to its development. This study is expected to be an initial postulate for the growing awareness of the importance of policy innovation without changing its essence. The subject that is highlighted is the education policy that has been running concerning dynamic actual conditions, this is obtained by analyzing education policy laws, education regulations, and the best education systems in the world. Then the relevance of books and journals becomes a reference for researchers to describe education policy by understanding and analyzing, then taken as the main idea to explain it.

3. Results

Indonesian education needs to be observed in the policies implemented by developed countries with the best quality of education. The United States and Finland, for example, are among the countries that have succeeded in becoming a great nation in terms of education and knowledge by becoming the most popular education in the world. This shows how the rapid spread of education can help the modernization and progress of the country. The analysis of these two countries in terms of the implementation of their policies is somewhat similar to the policies that have been carried out in Indonesia, that in fact, the policies implemented have compulsory education regulations throughout the country.

The United States, which is hundreds of years old since its independence, certainly has a lot of experience in finding a suitable education format. In 1636, Harvard College was established in Cambridge, Massachusetts. At the end of the XVII century, the College of William and the College of Mary were founded in Virginia¹². A few years later the College School of Connecticut was founded, which later became Yale College. And at the beginning of its development, there were also many schools organized by religious groups. As is known, the schools mentioned above still exist today.

The country of Finland before 1990 the country's income only relies on the agricultural sector, but now Finland is famous as one of the world's technology centres. The quality of

¹² Abdul Wahab Syakhrani et al., "Sistem Pendidikan Di Negara Maju Amerika Serikat," *Adiba: Journal of Education* 2, no. 3 (2022): 311–17, <http://lhakimsidik.blogspot.com/2011/03/makalah->

education in Finland shows that out of 2000 students ranked highest in the Program for International Student Assessment (PISA) ¹³. This means there is progress as a result of the development of education policies implemented by the Finnish government. The success is evidenced by the limited allocation of a relatively smaller education budget (\$3,000 dollars, less than the US per child), Finland is able to produce students who are superior to students in America in the fields of science and mathematics ¹⁴. The success of its education is evidenced by the Nokia mobile phone, which is the flagship product of this small country.

Education from both countries has a significant impact on the progress of civilization today. Innovation after innovation has been developed and given birth to various technologies that until now have become a reference for mankind, and in fact the human resources of the two countries are very superior. Education in both countries is advanced because the education policies implemented have never been revised or even changed. Executive positions that occupy positions in the government have never occasionally changed the concept of policies that have been made before. This indicates the consistency of goals in implementing existing policies until it is absolutely certain to achieve an expected goal ¹⁵.

For example, the United States since 1990 launched an education reform because the issue of education there is very concerning ¹⁶. In that year, President George H. B. Bush and all state governors agreed to education reform by proclaiming 6 new national goals for US education, namely:

- 1) By the year 2000, all children in the United States will be ready to learn by the time they enter elementary school.
- 2) By the year 2000, high school graduation rates will increase by at least 90%.
- 3) By the year 2000, students in the U.S. who complete "grades 4, 8 and 12" will be able to demonstrate proficiency in the challenging subjects of English, math, science, history and geography. Every school in the US should be able to demonstrate that children can use their minds well, so that they are prepared to be good citizens, prepared to enter higher education, and prepared for productive work in the modern economy.
- 4) In 2000, US students were the best in the world in science and math.
- 5) By the year 2000, every U.S. adult can read and write, has the knowledge and skills necessary to compete in a global economy, and can exercise his or her rights and responsibilities as a citizen.

¹³ OECD, "United States - Country Note - PISA 2018 Results."

¹⁴ William F. McComas, "Programme for International Student Assessment (PISA)," *The Language of Science Education*, 2014, 79–79, https://doi.org/10.1007/978-94-6209-497-0_69.

¹⁵ Wahab Syakhrani et al., "Sistem Pendidikan Di Negara Maju Amerika Serikat."

¹⁶ Steve Kennewell et al., "Related Titles Change Forces with a Vengeance Michael Fullan Developing the ICT Capable School Improving Induction: Research-Based Best Practice for Schools Leadership for Change and Reform School Leadership in the 21st Century Self-Evaluation in the Glob," *Simultaneously Published in the USA and Canada*, 2006, 1–201.

6) By the year 2000, every school in the U.S. should be free of drugs and violence and provide a stable and safe environment conducive to learning.¹⁷

These reform principles are intended to guide the development of education policies that must be implemented immediately and the results must be visible by the year 2000. And that's exactly what happened in the United States. The principles of education reform were finally followed up with various creations of education policies at the state and local government levels¹⁸.

The education policy breakthroughs carried out from various sectors of local government and schools are: 1) Increasing the requirements for completing a level of education 2) Implementing standardized tests to measure student success 3) Implementing a rigorous assessment system for teachers along with revamping the career path for teachers 4) Increasing additional funding from the state for schools.¹⁹ And as a result, the United States has really made progress in the field of education²⁰.

Education Policy		
United States of America	Finland	Indonesia
Policy capricious	Policy still	Policy capricious
Curriculum based development Skills	Curriculum based development academic	Curriculum based character and competence
System management education decentralized	System management education decentralized	System management education decentralized
qualification S2	qualification S2	qualification S1
Class 2 Teacher/ class	Class 3 Teacher/ class	Class 1 Teacher/ class
ratio 20-25/ class	ratio 20-21/ class	ratio 30-40/ class
salary \$65,930/ year	salary \$64,000/ year	salary \$9,375/ year
Student Study for 6-7 hours/ day	Student Study for 4 hours/ day	Student Study for 6-7 hours/ day
Student enter class for 180 days / year	Student enter class for 190-200 days / year	Student enter class for 180-200 days / year

¹⁷ CECC/SICA, "Central American Education Policy 2013-2030."

¹⁸ U.S., "Arah Pendidikan Di Indonesia Dalam Tataran Kebijakan Dan Implementasi."

¹⁹ These new funds were mainly used to increase teachers' salaries, which were still at a very low level.

²⁰ Pasi Sahlberg, "Education Policies for Raising Student Learning: The Finnish Approach," *Journal of Education Policy* 22, no. 2 (2007): 147-71, <https://doi.org/10.1080/02680930601158919>.

Budget education \$700
billion / year

Budget education \$13 billion
/ year

Budget education \$ 38.2
billion / year

Table 3.1 Comparison main points policy in education

The policies implemented by the two countries have in fact outlined similarities and similarities, which have been slightly implemented in Indonesia. However, in the aspect of success, Indonesian education still has not reached the standard of proper education in the world. This indicates that the policy is less precise (effectiveness) and less than optimal (efficiency) in the implementation of education policy in Indonesia.

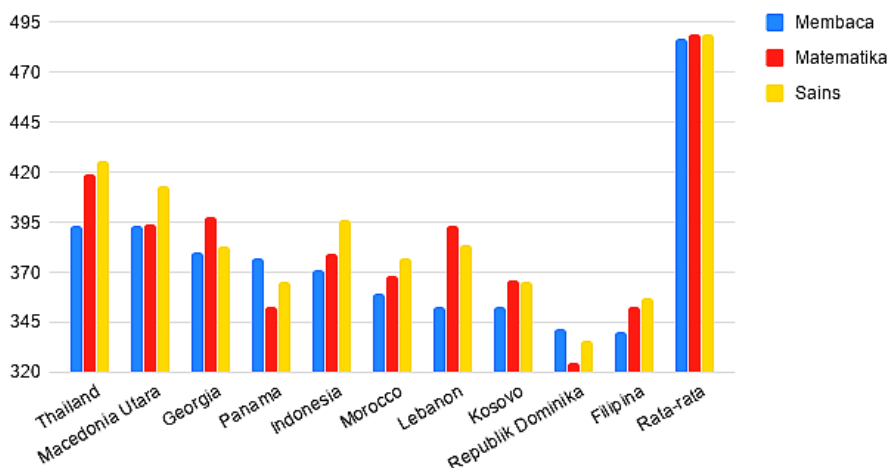


Figure 3.1 Score results board under PISA 2018

Indeed, the facts that occur in education in Indonesia are very concerning. The results prove that until now education is getting worse, and it is evident from the lack of capacity of teachers who master the concepts, methods, teaching models and quality of teaching materials, then the lack of learning infrastructure²¹. Indeed, teachers today are less competent due to the lack of salary and welfare. This is coupled with the easy selection of those who want to become teachers, making it difficult to qualify teachers in their fields of expertise.

Education policy in Indonesia requires new innovations in its implementation in order to overcome various complex problems²². Innovative education policy itself is a change in the application of policies that are sought to facilitate the achievement of goals and improve learning in order, then educational innovation is also sought as a reference for better educational movements. With the implementation of innovative education policies, it is hoped that it will be able to solve educational problems and realize quality education in the future.

²¹ Agustang, "Makalah 'Masalah Pendidikan Di Indonesia.'"

²² Yusmar, "Inovasi Pendidikan Sebagai Solusi Permasalahan Pendidikan."

4. Discussion

4.1 *Clarifying the Direction of Indonesia's Education Policy*

The founders of the nation have set the direction of the nation's education policy since the enactment of the 1945 Constitution as the basic law of the Unitary State of the Republic of Indonesia on August 18, 1945. The policy direction of Indonesian education is formulated as one of the objectives of the establishment of an independent Indonesian State as stated in the preamble of the 1945 Constitution in the fourth paragraph, namely: "to educate the nation ... based on independence, lasting peace and social justice" ²³. The pattern of education policy in Indonesia must be based on the noble values of the Indonesian nation as stated in Pancasila.

Education in Indonesia must be directed to produce knowledgeable and capable Indonesian human resources based on a strong personality, noble character, and faith and devotion to God Almighty ²⁴. Article 31 paragraph (3) of the amended 1945 Constitution emphasizes the policy direction of Indonesian education, namely, "The government seeks and organizes a national education system, which increases faith and piety and noble character in order to educate the nation's life" ²⁵. The policies that have been formulated by Indonesian education have fulfilled the stages of the process of determining goals. This is stated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, where students are directed to achieve the following:

1. Pursue the expansion and equalization of opportunities to obtain high-quality education for all Indonesians towards the creation of high-quality Indonesian human beings with a significant increase in the education budget;
2. Improve the academic and professional abilities and improve the welfare of education personnel so that educators are able to function optimally, especially in improving character and character education in order to restore the authority of institutions and education personnel;
3. Reforming the education system including curriculum reform, in the form of curriculum diversification to serve the diversity of students, the preparation of national and local curricula in accordance with local interests, and diversifying the types of education in a professional manner;
4. Empowering educational institutions, both school and out-of-school, as the center of acculturation of values, attitudes, and abilities, as well as increasing family and community participation supported by adequate facilities and infrastructure;
5. Reforming and strengthening the national education system based on the principles of

²³ Mohammad Emnis Anwar, "Menelusuri Kebijakan Pendidikan Islam Di Indonesia," *Edukasi Islami Jurnal Pendidikan Islam* 03 (2014): 483–96.

²⁴ Anwar.

²⁵ Rusdiana, "Kebijakan Pendidikan."

decentralization, scientific autonomy and management;

6. Improve the quality of educational institutions organized by both the community and the government to establish an effective and efficient education system in the face of developments in science, technology and the 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 younger generation can develop optimally accompanied by the right to support and protection in accordance with their potential;
8. Improving the mastery, development and utilization of science and technology, including the nation's own technology in the business world, especially small, medium and cooperative enterprises ²⁶.

At the policy level, the direction of Indonesian education requires a balance between the development of physical potential (body) and the potential of thought (intellect) with moral education in the context of developing the potential of taste, potential of karsa, and religious potential. Education policy in Indonesia in determining the objectives has included nine characters / characteristics of Indonesian human resources that are born through the process of national education, namely: (1) faith and piety to God Almighty, (2) noble character, (3) healthy, (4) knowledgeable, (5) capable, (6) creative, (7) independent, (8) become a democratic citizen, and (9) responsible ²⁷. These nine Indonesian human characters have covered the five domains/potentials of education. The development of thinking potential (intellectual intelligence) is characterized by the production of Indonesian human resources who are knowledgeable and creative. The development of rasa potential (social intelligence) is characterized by the production of Indonesian human resources who are noble and become democratic citizens. The development of karsa potential (psychic/spiritual intelligence) is characterized by the production of independent and responsible Indonesian human resources. The development of religious potential (spiritual intelligence) is characterized by the production of Indonesian human resources who are faithful and devoted to God Almighty. The development of physical potential (kinesthetic intelligence) is characterized by the production of healthy and capable Indonesian human resources ²⁸.

To produce learners who master the realm of thought (high intellectual intelligence), the education model can be carried out in the form of teaching in the context of transfer of knowledge. Meanwhile, efforts to produce learners who have the realm of taste (social intelligence), the realm of karsa (mental/psychic intelligence), and the realm of religion (spiritual intelligence) are high, so the education model must be developed through exemplary, pioneering and habituation in the

²⁶ Dewan Perwakilan Rakyat Republik Indonesia, "Undang-Undang No 20 Tahun 2003 Tentang Sistem Pendidikan Nasional," *Dewan Perwakilan Rakyat Republik Indonesia* 20 (2003): <https://www.dpr.go.id/>, <https://www.dpr.go.id/>.

²⁷ Dewan Perwakilan Rakyat Republik Indonesia.

²⁸ Tedi Priatna, *Disrupsi Pengembangan Sumber Daya Manusia Dunia Pendidikan Di Era Revolusi Industri 4.0*, UIN Sunan Gunung Djati, 2019, [http://digilib.uinsgd.ac.id/29541/1/BUKU DISRUPSI PENDIDIKAN 2019.pdf](http://digilib.uinsgd.ac.id/29541/1/BUKU%20DISRUPSI%20PENDIDIKAN%202019.pdf).

context of transfer of value or acculturation of national character values. While efforts to produce students who have a high physical realm (kinesthetic intelligence), education can be carried out through a model of training and habituation in order to develop reflex movements and dexterity of action ²⁹.

4.2 Implementation of innovative education policies

The determining factor for organizational change, development, or restructuring is the implementation of organizational policies so that it can be felt that the policy is really functioning properly. The essence of policy is a decision whose substance is goals, principles and rules. Rusdiana places policy implementation as a political and administrative process ³⁰. By utilizing the diagram developed, it is clear that the policy implementation process can only begin when the original general goals and objectives have been specified, programs of action have been designed and some funds/costs have been allocated to realize these goals and objectives. These are the basic requirements for the implementation of any public policy.

Without these conditions, public policy can be said to be just political rhetoric or political slogans. Theoretically, at this implementation stage, the policy formulation process can be replaced by the policy implementation process, and programs are then activated ³¹. In practice, however, the distinction between the policy formulation stage and the policy implementation stage is difficult to maintain, as feedback from implementation procedures may necessitate certain changes to the stated policy objectives and directions. Or the rules and guidelines that have been formulated may need to be reviewed, leading to a review of policy-making in terms of implementation.

Basically, an ideal policy is a policy that includes goals, objectives, and stages to be achieved. The objectives that have been set should not change or change the main essence contained therein. To anticipate changes in conditions, situations, or any factors that require changing or replacing policies is at the stage of formulating goals, observant observations of needs, challenges, and goals (expectations) must be comprehensive. Thus the expected policy will be beneficial.

Indonesia in implementing an ideal education policy is to apply the formulation of a detailed goal that should weigh and analyze carefully the stages that will be determined in formulating a goal to be achieved. This includes existing issues and observing the various challenges that exist, then calculating what needs to be achieved in achieving future goals (expectations).

²⁹ Muchlas Samani, "SEMUA DIHANDLE GOOGLE, TUGAS SEKOLAH APA?," no. September (2017).

³⁰ Rusdiana, "Kebijakan Pendidikan."

³¹ Françoise Caillods, "Educational Planning Worldwide," *International Encyclopedia of the Social & Behavioral Sciences: Second Edition* 7 (2015): 261–65, <https://doi.org/10.1016/B978-0-08-097086-8.92064-6>.

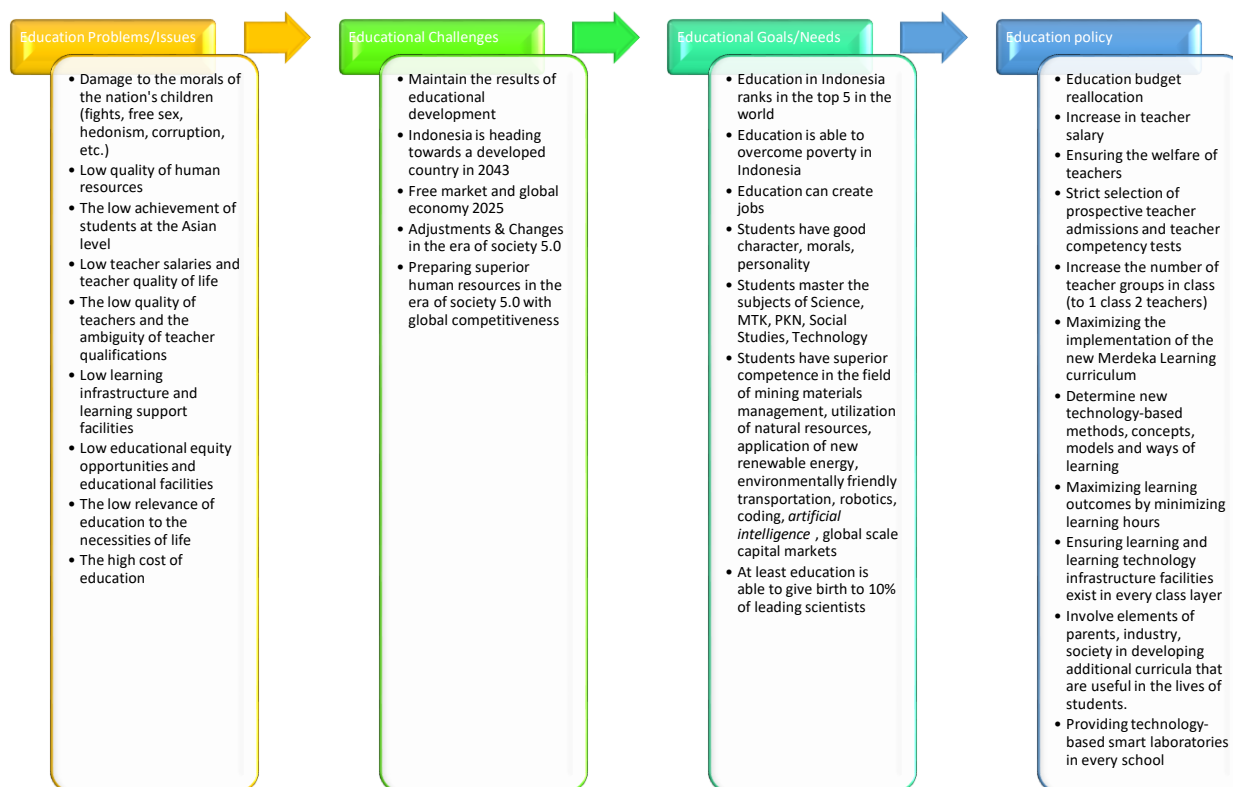


Figure 4.1 Mapping in formulate policy

The explanation of the mapping above gives birth to education policies that need to be implemented, namely micro policies and macro policies ³². Micro-policies that should be implemented as soon as possible include 1) Raising teacher salaries coupled with ensuring teachers' welfare levels ³³, 2) Strict selection of prospective teachers coupled with teacher qualifications ³⁴, 3) Consistency in achieving the objectives of Merdeka Belajar's latest curriculum is accompanied by a commensurate number of teacher and student ratios ³⁵, 4) Ensure that learning

³² Nurul Yaqin, *Manajemen Lembaga Pendidikan Islam, Madinah: Jurnal Studi Islam*, vol. 3, 2016, <http://ejournal.iai-tabah.ac.id/index.php/madinah/article/view/178>.

³³ Agustang, "Makalah 'Masalah Pendidikan Di Indonesia.'"

³⁴ Dewan Perwakilan Rakyat Republik Indonesia, "Undang-Undang No 14 Tentang Guru Dan Dosen," *Dewan Perwakilan Rakyat Republik Indonesia* 14 (2005): <https://www.dpr.go.id/>, <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwjWxrKeif7eAhVYfysKHcHWAOWQFjAAegQICRAC&url=https%3A%2F%2Fwww.ojk.go.id%2Ffid%2Fkanal%2Fpasar-modal%2Fregulasi%2Fundang-undang%2FDocuments%2FPages%2Fundang-undang-nomo>.

³⁵ N Ahid and S Sufirmansyah, "The Implementation of Merdeka Belajar Policy in East Java," *Didaktika Religia* 10, no. 1 (2022): 149–68, <https://jurnal.iainkediri.ac.id/index.php/didaktika/article/view/4121%0Ahttps://jurnal.iainkediri.ac.id/index.php/didaktika/article/download/4121/1697>.

infrastructure is met along with equitable distribution of education quality in various regions ³⁶, 5) Ensure that each graduate has their own field of expertise coupled with superior competence and character of students ³⁷, 6) Assessment also involves parents, industry and the community ³⁸. The six policies will reallocate a massive budget for education in Indonesia, and much of the budget will be spent on increasing teachers' salaries so that their living standards are met ³⁹. And then another large budget is used to ensure that the latest learning supports such as smart labs, learning technology, digital libraries, etc., are provided at every level of education.

Policy Micro	Macro Policy
Raise teacher salary together with ensure level well-being teacher life	Management enhancement quality based school (<i>School Based Management</i>) that gives authority over schools For plan Alone effort enhancement quality in a manner whole
Selecting strict prospective teacher accompanied with qualification teacher expertise	Participatory - based education community (<i>community based education</i>) to happen positive interaction _ between school with society , school as <i>community learning center</i>
Consistency achievement objective from curriculum the newest Freedom Learn accompanied with amount equivalent teacher to student ratios	With use paradigm Study or <i>learning paradigm</i> that will make participant educate or <i>learner</i> become empowered human _
Ensure means infrastructure learning fulfilled accompanied with even distribution quality education in various area	The government also announced education approach <i>Broad Base Education System</i> (BBE) that gives supplies to student For Ready Work build family prosperous .
Ensure every graduate of own field respective expertise _ with competence and character participant superior student _	
Assessment The assessment also involves parents , industry and society	

³⁶ Mendiknas RI, "Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 41 Tahun 2007 Tentang Standar Proses," *Peraturan Menti Pendidikan Nasional* 41 (2013): <https://peraturan.go.id/>, <https://peraturan.go.id/>.

³⁷ Mendikbud, "Permendikbud No. 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar Dan Menengah," *Peraturan Menti Pendidikan Dan Kebudayaan* 22 (2013): <https://peraturan.go.id/>.

³⁸ Marnis & Priyono, *Manajemen Sumber Daya Manusia, Manajemen Sumber Daya Manusia*, 2008, <https://doi.org/10.1017/CBO9781107415324.004>.

³⁹ Sahlberg, "Education Policies for Raising Student Learning: The Finnish Approach."

Table 4.1 Policy micro and macro education in Indonesia

The milestones of education are teachers and students. If the problem is related to teachers who have low quality, it is due to the low level of teacher welfare as well, and teachers do not have much money and time to continue higher education to build their quality. While the problems faced by students are faced with unqualified teachers and the lack of infrastructure to support learning. And the complexity of the problems faced by Indonesian education revolves around these two elements. So if the six micro policies are actually implemented immediately, Indonesian education with various existing problems will again find a bright spot of success.

The Indonesian government has also implemented strategic macro policies to achieve the expected goals by implementing, 1) School-based quality improvement management, which authorizes schools to plan their own quality improvement efforts ⁴⁰; 2) Education based on community participation (community based education) so that there is a positive interaction between the school and the community, the school as a community learning center; and 3) By using a learning paradigm that will make students become empowered human beings ⁴¹; 4) The government also launched the Broad Base Education System (BBE), which equips students to be ready to work to build a prosperous family ⁴². With this approach, each student is expected to get life skills that contain a comprehensive, broad, and in-depth understanding of their environment, and build their competence to be able to face the challenges of life in real life ⁴³.

In Indonesia, readiness to face educational challenges is carried out by increasing the knowledge and skills of human resources through educational innovation. Indonesia's current education management policy encourages all levels of education, especially higher education, to utilize advances in digital technology in the modern era ⁴⁴. In today's digital era, technology can be utilized as a driving factor for the success of educational innovation with the existence of sophisticated technology that can encourage the achievement of educational reform goals. In addition to the utilization of technology in the modern era, it is necessary to innovate learning methods that can facilitate students in understanding learning materials so as to improve the quality of education in Indonesia.

This digital learning model is part of the influence of the industrialization of education. This is due to the product of a technology, ranging from computers of various genres, which is used together with the e-learning model. The term e-learning is similar to other terms such as m-learning, web-based learning and hybrid/blended learning. The innovation of integrating enhanced technology in the application of education is currently still a major challenge for the world of

⁴⁰ Dewan Perwakilan Rakyat Republik Indonesia, "Undang-Undang No 20 Tahun 2003 Tentang Sistem Pendidikan Nasional."

⁴¹ Mendiknas RI, "Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 41 Tahun 2007 Tentang Standar Proses."

⁴² Mendikbud, "Permendikbud No. 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar Dan Menengah."

⁴³ M E Lockheed and E Hanushek, "Concepts of Educational Efficiency and Effectiveness. Human Resources Development and Operations Policy Working Papers," *Washington, DC: World Bank*, no. March (1994): 23.

⁴⁴ Yusmar, "Inovasi Pendidikan Sebagai Solusi Permasalahan Pendidikan."

education ⁴⁵. Therefore, education policy is an important factor for educational innovation. Education policy plays an important role in the implementation of the education innovation process. Educational innovation researchers argue that the institutional environment is a key factor influencing the success of learning innovation ⁴⁶. Educational policy can be a catalyst for educational innovation and can also be a barrier to the success of educational innovation when it is not well implemented. Institutions therefore make an important contribution to the maximum implementation of an innovating education policy, especially in identifying the features of the organizational culture formed and its impact on the adoption of learning innovations.

Facing the rapid development of science and technology in today's world, and the challenges of competition in the development of science and knowledge, requires education to make great efforts to promote and implement innovation in education. In recent years, schools have been under increasing pressure to change their learning practices in order to meet the demands of a changing world society in accordance with the competencies required today such as industrial employability and the utilization of technology which has become a basic need for today's society especially the younger generation ⁴⁷.

5. Conclusion

The quality of education in Indonesia is still very low when compared to the quality of education in other developed countries. The main causes are quantity, quality, effectiveness and efficiency. Other problems that cause this are, 1) Low teacher welfare, 2) Low teacher quality, 3) Low physical facilities, 4) Low student achievement, 5) Low opportunities for equal distribution of education, 6) Low relevance of education to needs, 7) The high cost of education. The solutions that can be given from the above problems include implementing macro policies and micro policies of education, and the most important of these policies is to improve the welfare of teachers.

Micro education policies in Indonesia are 1) Raising teachers' salaries along with ensuring their welfare, 2) Strict selection of prospective teachers coupled with teacher expertise qualifications, 3) Consistency in achieving the objectives of the latest Merdeka Belajar curriculum coupled with a commensurate number of teacher and student ratios, 4) Ensuring that learning infrastructure facilities are fulfilled coupled with equitable distribution of education quality in various regions, 5) Guaranteeing that each graduate has their own field of expertise coupled with superior competence and character of students, 6) Assessment assessments also involve parents, industry and society.

A strategic macro policy to achieve the expected goals is to implement, 1) School-based

⁴⁵ Aida Aryani Shahroom and Norhayati Hussin, "Industrial Revolution 4.0 and Education," *International Journal of Academic Research in Business and Social Sciences* 8, no. 9 (2018): 314–19, <https://doi.org/10.6007/ijarbss/v8-i9/4593>.

⁴⁶ Ikhwanul Muslimin, *Pengaruh Sarana Prasarana Berbasis Media Network Terhadap Kualitas Inovasi Sosial Digital Siswa SLTA Se-Kecamatan Wonocolo Kota Surabaya*, UIN Sunan Ampel Press, Thesis (Surabaya Selatan: UIN Sunan Ampel Press, 2021), [https://digilib.uinsa.ac.id/54305/2/Ikhwanul Muslimin_D93218087 ok.pdf](https://digilib.uinsa.ac.id/54305/2/Ikhwanul%20Muslimin_D93218087%20ok.pdf).

⁴⁷ Muslimin.

quality improvement management that authorizes schools to plan their own overall quality improvement efforts; 2) Education that is based on community participation (community based education) so that there is a positive interaction between the school and the community, the school as a community learning center; and 3) By using the learning paradigm that will make learners become empowered human beings; 4) The government has also launched education with a Broad Base Education System (BBE) approach, which equips students to be ready to work to build a prosperous family.

Innovation in education as a solution to a problem in education. Innovation or renewal of education has its own challenges in solving the problems of an innovative world of education. In the current digital era, including the modern era, which encourages educators or teachers to help their students to be moral, find their identity and also be able to adapt to the era of change that occurs in a rapidly changing world, and a sophisticated life through technology. Therefore, in the current digital era, it encourages educators or teachers to help their students by combining manual innovation and modern innovation.

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