



Relevancy Education Regulation and the Implementation in Indonesia (Analysis of Educational Reform)



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Abstract

Finding data to discuss the relevance of education regulations and their implementation in Indonesia through an analysis of education reform is the essence of this study. So, there are several publications that we use as literature to answer this problem. These publications include ResearchGate, ERIC, Google Books, and several relevant online kinds of literature that we refer to in this study after we found the data and then investigated it by involving a simple study system such as a data coding system and in-depth evaluation. Moreover, until we got the data findings, interpretation answered this problem with high validity and reliability principles. We focus on data published ten years ago so that the data is more up-to-date. Based on the study and discussion of the results, we can say that the results are relevant to the realization of education related to the set of rules governing the implementation of the education system, which includes the goals of education and how to achieve these goals. However, in its application, it still encounters obstacles that are still being searched for following the regulation's mandate.

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1 Introduction

Allude to schooling's advantages, training is not something like an ivory tower or a specific thing for people, yet it is a thing that each resident has the privilege to live in Indonesia as a popularity-based nation (Woodward, 2015). As a popularity-based country, Indonesia has obliged its residents to discover that mandatory schooling plans to give insignificant instruction to Indonesian residents to foster their potential so they can live freely in the public eye or proceed with their schooling to a more elevated level (Künkler & Lerner, 2016). The public authority requires learning with the 9-Year Basic Education program, a public program to answer the necessities and difficulties of the occasion's dependent on the National Education Law no. 2/1989 (Ramli, 2016).

In this way, the public authority is attempting to work on the nature of people through basic and auxiliary training levels. Given the comprehension of these guidelines, obligatory schooling is characterized as the commitment of the public authority, guardians, and the local area to give learning offices. Young youngsters will be given the full right to get instruction. This is the execution of the command of the 1945 Constitution article 31 passage 1 (Sujarwoto, 2017), which is the right of each resident to acquire training. This is following the execution of 9-year mandatory schooling, which has been managed in Law No. 20 of 2003 concerning the National Education System, expressing that the public schooling situation gives each resident the option to get quality training (Hakim, 2016). For this situation, the public authority's commitment to making equivalent admittance to instruction for individuals keeps Law Number 20 of 2003 concerning the National Education System.

According to Simarmata (2014), along with the changing times, the government of the Republic of Indonesia has set several regulations in line with the development of education, communication technology, politics, and socio-culture in Indonesia. One of the government's strategies is to improve the curriculum, which has been supported by several ministerial regulations and circulars that govern the entire planning and implementation process, including infrastructure, school curriculum development, teacher style resources, and education personnel. Rules are defined as rules (Mawati et al., 2020; Putra et al., 2020; Muttaqin et al., 2021; Sudarmo et al., 2021). In a broad sense, Regulation is a way to control society through the imposition of specific rules or restrictions (Afifah, 2017). Regulations can be implemented in various ways, including legal restrictions issued by the government, regulations issued by state institutions (Herawan & Sudarsana, 2017). Since the reform was implemented until now in 2020, education policy in Indonesia has undergone several changes. Some of the policies which according to experts in the field are too hasty so that it is unfortunate are the implementation of the National Examination (UN), the making of Learning Implementation Plans (RPP) which burdens teachers, and the government's disparity in appreciating government teachers, freelance and honorary contract teachers.

One of the disarrays of changes or arrangements that are hard to execute is the effect of the public test strategy; in earlier years, each school, from rudimentary to secondary school, held the National Examination (Alawiyah, 2015). The UN material at each level is exceptionally thick and will, in general, test the dominance of intellectual viewpoints. Indeed, learning in schools incorporates three angles: intellectual, emotional, and psychomotor (Suyanto, 2018; Putra et al., 2020; Putra et al., 2020). Many could say, the execution of the UN does not survey understudies all in all. Tragically the National Examination is utilized as a marker of individual understudy achievement, so it turns into a weight for instructors, understudies, and gatekeepers of understudies. With the UN, the instructor becomes focused on the intellectual angle so that understudies can easily chip away at UN inquiries. A progression of attempt-outs was likewise directed at the primary school level, mainly grade 6, or more extra review hours (SZ, 2020).

The issue of the National Examination is indeed endless, causing problems for schools that are implementing policies that continue to change for reasons of innovation (Nurrohman, 2018). For example, by conducting extra learning and holding a try-out and consolidation, the UN policy was still in effect. The existence of this stabilization and try-out has become a polemic in elementary schools throughout Indonesia. If it is brought to the logic of the consequences of the mandatory study law nine years ago, why was there a National Examination at the elementary school level (Moss, 2012)? After all, children are still required to attend junior high school. This has no relevance. There is a waste of energy, time, money, and national anxiety. The existing School Operational Assistance (SOA) budget is only used for some trials and stabilization (Heitink et al., 2016; Poddar et al., 2010).

Meanwhile, worried parents continue to urge schools to hold more frequent try-outs and consolidations. Finally, the school held a more intensive try-out and consolidation at the request of the parents. Parents are happy with this intensive trial and consolidation (Aliyannata, 2016). On the other hand, these more intensive trials and consolidations are a burden for grade 6 teachers because they exceed teaching hours, and there is no additional appreciation from the school. Most of the 6th-grade elementary school teachers who still teach are honorary teachers and freelancers. This is an example of an irrelevant policy at the implementation level (Mujizatullah, 2019).

2 Materials and Methods

This study aimed to collect data to analyze the significance of education regulations and their implementation in Indonesia through data from various education reform studies. For this reason, we use various publications as literature that we seek through electronic searching to solve this problem. After we found the data and examined it using primary research methods such as data coding systems and in-depth assessments, we referred to ResearchGate, ERIC, Google Books, and many other types of relevant online literature that we referred to in this study (Rukajat, 2018). Furthermore, until the data results are accepted, the interpretation overcomes this problem by using a high standard of validity and reliability. We concentrate on statistics from the last ten years to ensure that the information is up to date. We design this study in the form of descriptive qualitative data from secondary data. With an in-depth exploration system and approach, we can decipher this data so that parties such as teachers, researchers, and education practitioners can take advantage of the results of this education review study. We followed the style and model of writing qualitative studies and reviewing secondary data (Gumilang, 2016).

3 Results and Discussions

Administration burdens teachers

According to Sennen (2018), in his study, he understands the governance of the teaching profession of the Republic of Indonesia. He said that there are 20 kinds of teacher administration in general, including Academic Calendar, PROMES Semester Program, Annual Program (PROTA), Syllabus, Analysis of Procedures for SK/KD Assessment, RPP, KKM, Teacher's Agenda/Journal, Attendance Sheet, List Grades, Handbooks or textbooks, and student worksheets. As a result, learning administration is an activity carried out by teachers or educators during the teaching and learning process, such as lesson plans, assessment lists, etc. This is very important, but not all teachers understand and can apply it in daily tasks (Hanum, 2017; Aslan & Suhari, 2018; Rusiadi & Aslan, 2021).

Many used to believe that being a teacher was simple. After studying and completing the Teacher Professional Education (PPG) program and then teaching in schools, I just found out that being a teacher is not a simple profession. Teachers are responsible for a variety of administrative tasks, including the creation of lesson plans. Teachers are expected to stick to the lesson plan structure, consisting of many components (Jasmin, 2021). The preparation of this RPP takes a long time. One RPP document may be almost 20 pages! Lesson planning time should be used to prepare and assess the learning process. Teachers with solid time management and information technology literacy can make excellent lesson plans. Not that all teachers are like that (Nata & Kaleka, 2020).

Free learning policy

The concept of Free Learning, which Nadiem Makarim coined, has a worthy goal to be happy in their education. Students are given the freedom to access knowledge (Sudaryanto et al., 2020). The curriculum no longer limits the concept of independent learning, but students and teachers must be creative to reach knowledge. The policy concept was launched two years ago. The main points of these policies are in the UN and RPP. Many teachers are very supportive of this policy because it seems to aim to previously overcome educational problems in Indonesia (Nehru, 2019). In this policy, the National Examination was changed to a Minimum Competency Assessment and Character Survey. The implementation of the RPP was changed to only 1 page. Currently, education in Indonesia is still in a transition period in implementing this policy. Indeed, every policy is not necessarily welcomed by all school units with different school backgrounds. Maybe because there has been no detailed socialization regarding these two things, many hope that socialization will be carried out immediately so that policy implementation at the school level can run well (Mustaghfiroh, 2020).

Teacher gap

The priority of education that needs to be emphasized during this pandemic is health and safety. This then becomes a new problem in the world of education called the education gap. This gap will be seen in the quality of graduates (Broadbent & Poon, 2015; Cox & Ullrich-French, 2010). Another aspect of Indonesian education that the concern

about relates to the government's treatment of teachers (Lukitasari et al., 2017). Between the salaries of civil servant teachers and honorary teachers, there is a significant disparity. The majority of honorary professors earn only a small salary. Honorary teachers have the same responsibilities as PNS teachers. There is a policy adjustment regarding the distribution of BOS funds for honorary teachers, which is reduced to a maximum of 50% and a minimum of 30%. Previously, honorary teachers were only entitled to a maximum of 15% BOS funds (Sulfiati et al., 2010).

Despite the modifications, the effect is negligible. The honorary teaching staff in the area are still paid less than 1 million rupiahs per month. This is still far less than the salary of a civil servant teacher or the minimum wage for workers in the Bandung Regency. Indeed, when studied in-depth, several problems often lead to educational gaps caused by the government's inadvertence. This is called the relevance of policy and implementation that has no cheerful ending for educational progress in the field (Wirawan, 2015). For example, the limited number of skilled teachers, inadequate facilities and infrastructure, minimal learning materials, high education funds, low-quality education, and minorities for disabled groups in schools in Indonesia (Mustofa, 2017).

Education implementation

In general, learning implementation is an activity or the execution of a well-thought-out plan for carrying out the learning process. According to Solichin (2015), education policies and the role of bureaucracy will positively and negatively affect learning as a process of practicing a concept, program, or execution. This second meeting, for example, is aimed at determining where the previously agreed-upon things should be placed. Implementation is the process of planning and carrying out precise instructions to accomplish the goals of a planned activity.

Since the changes are relevant and must enhance national education, outsmarting education has made many stages (Natalis, 2020). First, education must get at least 20% of the APBN and APBD budgets. According to Law Number 20 of 2003, which governs the National Education System, the minimum budget of 20% does not include teacher salaries or official education expenses (Afridzal et al., 2018). This clause was enacted in 2009 when the 2005-2008 State Budget Law was successfully challenged and ruled unconstitutional, and the Constitutional Court deleted the phrase "other than educator wages." On paper, education funding at the national and provincial levels has risen significantly. Teacher wages are included in the budget, with at least 20% going to general allocation. However, the actual budget amount has remained relatively constant compared to previous years (Pape & Sadhana, 2014).

However, denying the government continues to implement national education goals to date, which has been determined as one of the determining factors in the National Selection of State Universities by Invitation, which began in 2013. Another factor is the professionalism of lecturers and instructors (Setiawan & Sitorus, 2017). The professionalism of teachers and lecturers helps improve the quality of national education by elevating the dignity of teachers and lecturers, according to Law Number 14 of 2005 concerning Teachers and Lecturers (Tarihoran, 2018). As a result, the law establishes a quantitative foundation in academic credentials, competencies, and educator credentials. Portfolio certification, an evaluation of different papers for instructors or lecturers, is the most frequently used application (Suastra & Ristiati, 2017; Porter et al., 2014). Without adequate preparation, the government conducted an initial competency test followed by a teacher competency test, which he said was for mapping, when the program was halfway through. The teacher economy can only improve.

According to the findings of a World Bank study conducted over five years, portfolio certification only has a beneficial effect in improving the economy of teachers and increasing interest in becoming a teacher (Khatib & Halim, 2017). Meanwhile, there was no real improvement in teacher effectiveness or student success. The teacher professionalism policy, which should change the function and content of education personnel in educational institutions in training teacher candidates, has not been implemented. Meanwhile, the teacher professional education program is still in the early stages of implementation. Instead of developing efficient and sophisticated policies, it seems that various education administrations are trying to outsmart education. Educational management, such as building sandcastles or dancing, keeps them busy by moving up and down, back and forth, so that they remain silent (Cahyana, 2010). It may be essential to have trusted institutions of brains, thinkers, and educational supervisors to minimize the spirit of arbitrariness in their implementation. This becomes more significant, considering that the education sector receives the most APBN and APBD (Tarihoran, 2018).

Reflection on education

Since independence, Indonesia has made every effort to build and strengthen the unitary State of the Republic of Indonesia in all areas, including education (Suharto, 2020) see; the reason for this may be found in the fact that the

government has failed to offer education due to a bribery and corruption system in place. Teaching is not because they believe they have the next generation, who will continue their function in the future, as the nation's most considerable turnover. This country's educational downfall has been going on for a long time. Youth will be the most significant contribution to the country's long-term prosperity (Tatto, 2006; Maba, 2017).

This government's failure is also an issue that adds to the country's poor educational results (Saidek & Islami, 2016). Perhaps because the government's proposed system would be incompatible with Indonesia's current human resources was essential. The previous curriculum, which had not been finished, was replaced with a new one. So do not be shocked if teacher-student misunderstanding becomes a long-term issue, resulting in a generation known as the generation of product failure. They lack a benchmark for educational achievement, causing future generations to lose their sense of national identity. Education will progress with the use of clever techniques (Deal & Peterson, 2010). However, we must recognize that our country's intellectual riches are not to be overlooked. However, our nation still needs attention and development on an emotional and spiritual level. The state has the right to provide different components to the community that may aid in the educational process in Indonesia.

The financial element is a support factor that will help Indonesia meet its educational requirements. Whether we know it or not, this element will contribute to developing education in Indonesia (Tanang & Abu, 2014). Even if a country's financial component is plentiful, everything would seem empty without it. Moral considerations are referred to as pressing considerations. Because this element has the potential to influence other variables such as public and state officials' performance was essential. Indonesians often overlook mental and moral qualities, who believe that values have no bearing on professional performance (Thomson, 2020). As a result, it is anticipated that education in this nation would function smoothly through boosting morale. Corruption, collusion, and nepotism will all go away if this state official has completed his or her values and mindset.

Human resources are a barometer of a country's development. If a country's population is progressed, it is considered to be developed. Progressing here entails financial advancement and intellectual, moral, and spiritual advancement (Hill, 2018). Education and teaching are some of the infrastructural upgrades. Humans will be shaped into high-quality workers for the government who's prosperous the state must process natural resources. It is anticipated that using the natural potential that the nation has will contribute to the country's revenue turnover. This country's growing realization of its enormous natural potential will give it a new strength that cannot be ignored (Shi, 2016).

Experts' perspective

Zainal et al. (2021), mentioned that this research explains the Aceh government's strategies for implementing peace education in secondary schools. The regulatory strategy prioritized the implementation of Islamic-based education that adhered to national norms. Peace education was formerly thought to exclusively consist of religious and civic education in secondary schools, which in disparities in peace education understanding and execution. The research emphasizes the necessity for school reform in this area to create a peace-related education curriculum. (Aslan, 2016; Syakhrani & Putri, 2020; Suhardi et al., 2020; Aslan & Wahyudin, 2020).

Rosser (2018), a person in the film said that the most prominent problem in Indonesia is not extending access; however, working on quality. Numerous Indonesian speakers and teachers come short on the instructive abilities and subject information needed to be successful instructors. Improving the nature of Indonesia's schooling framework, a change yet to be determined of force between contending alliances having a stake in the plan and execution of training strategy is required. The Australian instructive establishments' limit to further examination joins with Indonesian colleges is expected to be restricted because of this hindrance.

Bandur (2012), said that in many countries globally, school-based administration (SBM) had turned into the most specific component of government-funded school the board frameworks, with devolution of force and obligation to school-level leaders were fundamental. This article examines overall patterns and current advancements in SBM in Indonesia, zeroing in on how SBM has encouraged the joint effort and participatory dynamic at the school level. The data introduced here depends on an observational overview of 504 Ngada Flores school gathering individuals and 42 meetings with every key party (De Corte et al., 2000; Hubbard et al., 2014).

Ahmad (2014), said his exploration centers around executing the 2013 Curriculum (K-13) in four senior auxiliary schools in Makassar, South Sulawesi, Indonesia. The information was accumulated for more than 19 months, from 2012 to 2014, and assessed in stages. It was tracked down that the use of K-13 in ELT rehearses was inadequate, biased, and would, in general, be regular. The review utilized an informative model of a blended strategy plan (Quan-

QUAL). Grifoni & Messy (2012), concentrated that an expanding number of specific public monetary training programs have been created in creating and created countries in light of the meaning of monetary schooling. The relative exploration shows how nations defeated difficulties like an absence of assets, building up an initiative organization, uniting all partners around regular destinations, and moving quickly into the functional stage.

Aditya et al. (2019), said that the virtual study hall is filling in fame, yet it is becoming more regular, essentially not the same as the professional understudies at Indonesian colleges. Numerous snags and challenges emerge in the execution of the virtual homeroom, regardless of the asserted benefits. We looked to fill an examination hole in this work by meeting educators and planning arrangements utilizing plan sciences research. Nasikh et al. (2015), see that the objective of this review is to make an arrangement in Tulungagung Regency that is both modest and of good quality. The Primary and Secondary Education Office's assets have neglected to fulfill the Minimum Guideline of Service. There was additionally an error between the actual and expected conditions. Execute the arrangement in 2015-2018, the school's working cash should have been expanded, and human asset efficiency should have been improved (Kuo et al., 2014; Graham et al., 2013).

4 Conclusion

In this discussion section, we present the research conclusions that aim to collect data to analyze the significance of education regulations and their implementation in Indonesia through a study of data from various education reform studies. For this reason, we use various publications as literature that we seek through electronic searching to solve this problem. The findings are essential to the realization of education in terms of the set of rules regulating the execution of the education system, which includes educational objectives and how to accomplish them. However, it still faces difficulties in its implementation, which are currently being investigated following the regulation's mission. Another significant result is that we complement with administration making education even more challenging to move. Other regulations include freedom of learning, teacher gaps and opportunities for professional development, implementation of regulations, reflection on national education, and several views and findings of Indonesian education experts. Thus the findings of this study in the hope of becoming part of efforts to develop education in the country towards progress.

Conflict of interest statement

The authors declared that's they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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