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## The Political Basis of Education: The Influence of Government Policy on National Education

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### Abstract

Education is an important pillar of national development because it plays a significant role in improving the quality of human resources. The government has the responsibility to direct the education system through policies related to curriculum, learning methods, assessment, teacher competency development, and equal access to education. However, the implementation of education policies in Indonesia still faces various challenges, such as disparities in educational quality between regions, limited facilities and infrastructure, unequal distribution of teachers, frequent curriculum changes, and insufficient teacher training. This study aims to analyze the role of government policies in improving the quality of national education, identify obstacles in policy implementation, and assess the effectiveness of the policies that have been implemented. The research method used is a literature study with a qualitative approach through the review of relevant journals, books, and scientific sources. The findings show that government policies have an influence on improving the quality of education, particularly through curriculum development, School Operational Assistance (BOS), the Indonesia Smart Program (PIP), and the improvement of teacher competence. Nevertheless, the effectiveness of these policies still requires stronger coordination, evaluation, and equal distribution of resources. Therefore, education policy does not only function as a regulation, but also as an important instrument for realizing quality, equitable, and sustainable education in Indonesia.

**Keywords:** education policy; education quality; human resources; policy implementation; educational equity.

### Abstrak

Pendidikan merupakan pilar penting dalam pembangunan nasional karena berperan dalam meningkatkan kualitas sumber daya manusia. Pemerintah memiliki tanggung jawab mengarahkan sistem pendidikan melalui kebijakan kurikulum, metode pembelajaran, penilaian, peningkatan kompetensi guru, serta pemerataan akses pendidikan. Namun, pelaksanaan kebijakan pendidikan di Indonesia masih menghadapi berbagai kendala, seperti ketimpangan kualitas antarwilayah, keterbatasan sarana dan prasarana, distribusi tenaga pendidik yang belum merata, perubahan kurikulum yang sering, serta kurangnya pelatihan bagi guru. Penelitian ini bertujuan untuk menganalisis peran kebijakan pemerintah dalam meningkatkan kualitas pendidikan nasional, mengidentifikasi kendala implementasi, dan menilai efektivitas kebijakan yang telah diterapkan. Metode penelitian yang digunakan adalah studi literatur dengan pendekatan kualitatif melalui pengkajian jurnal, buku, dan sumber ilmiah yang relevan. Hasil penelitian menunjukkan bahwa kebijakan pemerintah berpengaruh terhadap peningkatan kualitas pendidikan, terutama melalui pengembangan kurikulum, Bantuan Operasional Sekolah (BOS), Program Indonesia Pintar (PIP), dan peningkatan kompetensi pendidik. Meskipun demikian, efektivitas kebijakan masih memerlukan penguatan koordinasi, evaluasi, dan pemerataan sumber daya. Dengan demikian, kebijakan pendidikan tidak hanya berfungsi sebagai aturan, tetapi juga sebagai instrumen penting untuk mewujudkan pendidikan yang berkualitas, merata, dan berkelanjutan di Indonesia.

**Kata kunci;** kebijakan pendidikan; kualitas pendidikan; sumber daya manusia; implementasi kebijakan; pemerataan pendidikan.

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## Introduction

Education is the process by which a teacher passes on knowledge to his or her students (Alif Fajar, Farid Setiawan, Mirna Fadila, 2022). Education is one of the main pillars of national development, playing a strategic role in improving the quality of human resources. Through education, a country can create an intelligent, productive society capable of adapting to changing times. Therefore, the government plays a crucial role in determining the direction and quality of education through various policies. These policies cover various aspects, from curriculum development and learning systems to assessment standards, to efforts to ensure equal access to education for all.

Currently, the education sector in Indonesia still faces various challenges despite the government's continued efforts to improve education through various educational policies. According to the 2025 Indonesian Education Report, there are still students who have not achieved minimum competencies in literacy and numeracy. Furthermore, the gap in education quality between urban and remote areas remains an unresolved issue. Differences in the availability of educational facilities, access to technology, and the quality of teaching staff contribute to the uneven distribution of education received by students. This situation demonstrates that improving education quality depends not only on policy formulation but also on the effectiveness of its implementation in the field.

Educational policies formulated by the government are inseparable from the political foundations of education, which reflect the interests, ideology, and goals of the state (Suwartini, 2017). In this context, education is viewed not only as a process of transferring knowledge but also as a tool for shaping national character and strengthening national identity. Therefore, every policy adopted is usually aligned with the national development vision and the values embraced by the state. Therefore, the direction of education in a country is often influenced by political dynamics, social conditions, and evolving economic needs.



In today's digital era, education is also required to keep pace with increasingly rapid technological developments. The use of information technology in the learning process is a crucial requirement to support improvements in educational quality. However, in reality, many schools still experience limited internet access, technological devices, and human resources capable of optimally utilizing these technologies. As a result, the implementation of technology-based learning has not been optimal across Indonesia.

However, in practice, the implementation of education policies still faces various challenges and problems. One particularly prominent issue is the gap between policies formulated at the central level and actual conditions on the ground. For example, there is still a disparity in the quality of education between urban and rural areas, both in terms of facilities, teaching staff, and access to technology. Schools in remote areas often experience limited facilities and infrastructure, as well as a lack of qualified teachers, which impacts the low quality of education received by students.

Furthermore, relatively frequent curriculum changes also pose a challenge for educators. Teachers are required to continuously adapt to new learning systems and methods, which often require additional training and adjustments to the teaching process. Furthermore, not all teachers have equal access to such training, resulting in less than optimal implementation of the new curriculum. This can impact the effectiveness of the learning process and the achievement of established educational goals.

Another frequently encountered problem is the lack of synchronization between policies and actual needs on the ground. In some cases, policies tend to be top-down without comprehensively considering diverse regional conditions. As a result, these policies cannot always be implemented effectively in all areas. Furthermore, policy monitoring and evaluation are crucial aspects that often fail to function optimally.

Based on this background, the research questions examined in this study



are the impact of government policies on national education and the obstacles encountered in their implementation. This study aims to analyze the role of government policies in improving the quality of national education, identify various obstacles that arise in their implementation, and provide an overview of the effectiveness of the policies implemented.

The results of this research are expected to contribute to the development of more targeted, adaptive, and sustainable education policies. Furthermore, this research is also expected to serve as a reference for the government, education practitioners, and other relevant parties in efforts to comprehensively and equitably improve the quality of education in Indonesia.

### **Research Methods**

This research uses a qualitative method with a library research approach. Qualitative methods were chosen because this research aims to gain a deeper understanding of phenomena related to education policy, particularly regarding the influence of government policy on national education.(Putri, 2025). The literature study approach is used by reviewing various relevant written sources so that researchers can gain a comprehensive understanding without collecting data directly in the field.

Data collection techniques were carried out through a process of identification, classification, and review of various literature relevant to the research focus. Researchers collected data by reading, recording, and grouping important information from each source used.(Safarudin, 2023). Next, the collected data is analyzed to find patterns, relationships, and correspondences between theory and conditions that occur in the implementation of education policies.

### **Results and Discussion**

The political foundation of education in Indonesia is based on Article 31 of the 1945 Constitution and Law Number 20 of 2003 concerning the



National Education System. Both regulations affirm that education is a state responsibility, realized through various government policies and programs.

### ***The Role of Government Policy in National Education***

Government policy in the field of education has a very crucial role in determining the direction of human resource development in a country.(Wicaksono, 2021)Education is not only seen as a process of transferring knowledge, but also as a strategic instrument in shaping character, improving the quality of life, and encouraging social and economic progress in society.(Elwijaya, 2021)Therefore, education policy is the main foundation for implementing a focused, systematic, and sustainable national education system.

Analytically, education policy can be understood as a form of state intervention in regulating the education system to ensure it aligns with national goals. The government has the authority to establish national education standards, which include standards for content, process, graduate competencies, teaching staff, facilities and infrastructure, management, financing, and education assessment.(Yenni, 2023)These standards serve as a quality control instrument to ensure education quality is maintained and equitable across all regions. However, in practice, the implementation of these standards often faces regional disparities, creating gaps in education quality.

From a synthesis perspective, government policies serve not only as regulations but also as a means of innovation to increase the relevance of education. This is evident in the ongoing development of curricula, such as the Merdeka Curriculum, which emphasizes project-based learning and character building.(Khoirurrijal, 2022)This policy is a response to the demands of globalization and the need for 21st-century skills. However, the policy's success depends heavily on the readiness of educators and the availability of supporting facilities. Without adequate training and sufficient facilities, the policy's objectives will be difficult to achieve optimally.

In addition, the government also acts as a facilitator in providing broader



access to education through various programs, such as the School Operational Assistance (BOS) and the Smart Indonesia Program (PIP). These programs have been evaluated and proven effective in increasing educational participation rates, particularly among underprivileged communities. However, their effectiveness requires further study, as obstacles remain in the distribution and utilization of aid, which is not fully targeted.(Putri Rahmayani, 2022).

### ***Impact of Policy on Education Quality***

Appropriately designed education policies basically have a significant impact on improving the quality of education.(Suhara, 2024)The quality of education is measured not only by academic aspects, but also by students' critical thinking skills, creativity, and social skills. Therefore, policies oriented toward competency development are crucial. Analytically, implementing a competency-based curriculum is a strategic step in improving the quality of learning. This approach encourages students to be more active in the learning process, thus making learning more meaningful. However, evaluatively, the implementation of this policy has not been optimal.(Hafidati, 2020).

Many teachers still don't fully understand the concept of competency-based learning, so the teaching methods they use tend to be conventional. Furthermore, policies to improve the quality of teaching staff through certification and training also make a significant contribution.(Vega, 2024)Professional teachers are expected to create effective learning processes. However, there are gaps in access to training, particularly in remote areas, resulting in uneven distribution of teaching quality. This demonstrates that sound policies must be accompanied by equitable implementation so that their impact can be felt across the board.(Turibius, Stephanus, 2018).

### ***Equal Access to Education***

Equitable access to education is one of the primary goals of national education policy. Every citizen has the same right to receive a proper education,



so the government is obligated to ensure that educational services are accessible to all levels of society.(Prime, 2019).

From an analytical perspective, various policies such as school development in underdeveloped, frontier, and outermost (3T) areas, providing school operational assistance, and scholarship programs for underprivileged students are strategic steps in reducing the gap in access to education. These policies demonstrate the government's commitment to expanding education to hard-to-reach areas. However, in an evaluative manner, these efforts have not fully addressed the existing inequality problem. Differences in geographic conditions, limited infrastructure, and economic disparities remain the main factors contributing to the disparity in quality and access to education between urban and rural areas.(Septiana, 2024).

Furthermore, technological developments are also a crucial factor influencing educational equality in the modern era. The use of digital technologies, such as online learning and educational platforms, can fundamentally expand access to education in a more flexible and efficient manner. However, the reality is that not all regions have adequate internet access. Limited access to networks, technological devices, and the community's digital literacy has the potential to widen the educational gap. This situation indicates that the integration between education policy and technological infrastructure development is still not optimal.

Based on the analysis, equitable access to education has not been fully achieved due to persistent disparities in infrastructure, access to technology, and the quality of human resources between regions. This research demonstrates that integrated education policies, including infrastructure development and increased teacher capacity, play a crucial role in reducing these disparities. Furthermore, synergy between the central government, regional governments, and various relevant stakeholders has proven to be a contributing factor to the realization of more equitable and equitable education.



### ***Policy Implementation Challenges***

The implementation of education policies often faces various complex challenges. One of the main challenges is the lack of coordination between the central and regional governments, which leads to differences in policy implementation on the ground. (Syamsul Arifin, 2022) This indicates a gap between policy formulation and implementation. Furthermore, limited human resources and the uneven distribution of teaching staff are significant obstacles.

From an evaluative point of view, this problem shows that education policy has not fully considered the aspect of equality in its implementation. (Sucipto, 2024) Infrastructure issues are also a major inhibiting factor. Many schools lack adequate facilities, preventing optimal learning. Furthermore, rapid policy changes without adequate publicity also create confusion among educators. This demonstrates that policy stability and consistency are crucial for successful implementation. (Tengku Darmansah, 2024).

### ***Policy Effectiveness Analysis***

In general, government education policies have had a positive impact on the development of national education. This is evident in the increase in school enrollment rates and various innovations in the learning system. However, in terms of evaluative aspects, the effectiveness of these policies remains suboptimal. This is due to various factors, such as uneven implementation, limited resources, and a lack of ongoing evaluation. Policies that are not regularly evaluated have the potential to become irrelevant to the evolving needs of society. (Elvarisna, 2024).

Based on the research findings, the effectiveness of education policies is influenced by their ability to adapt to changing times, reach all levels of society, and be supported by equitable implementation. The analysis also shows that collaboration between the government, educators, and the community contributes to the successful implementation of education policies. Thus,



education policies serve not only as regulations but also as strategic instruments for improving the quality, equity, and sustainability of national education.

## **Conclusion**

Based on the discussion, it can be emphasized that government policy plays a crucial role in determining the direction and quality of national education. Through various policies covering curriculum, learning systems, and equitable access to education, the government strives to improve the quality of human resources. However, implementation still faces various obstacles, such as gaps between central policies and conditions on the ground, disparities in education quality between regions, and limited facilities, infrastructure, and teaching staff, particularly in remote areas.

Furthermore, relatively frequent curriculum changes and the lack of synchronization between policies and actual needs on the ground also impact the effectiveness of education implementation. Therefore, more optimal efforts are needed to improve coordination, oversight, and policy adjustments to make them more adaptive and targeted. This way, education policies are expected to be effective in improving the quality of education equitably and sustainably in Indonesia.



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