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# Policies and Aspects of Educational Management of the Indonesian Government in Response to International Standardization

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**ABSTRACT**
This study was conducted to know: (1) response to educational policies, and (2) aspects of educational management developed by the Indonesian government as a response to international standardization. The utilized kind of research was a meta-analysis. The used technic of data analysis was the quantitative approach by comparing the discussed score differences of variables. The study results showed that the response of educational policies of the Indonesian government to international standardization could be seen in various programs and activities. Aspects of educational management of the Indonesian government in response to international standardization could be embodied in curriculum, financing, teacher, culture, and school environment, and accreditation.

**Keywords:** response of educational policies, aspects of educational management, the Indonesian government, international standardization

## 1. INTRODUCTION

International standardization in the sector of education has become an ongoing phenomenon, along with the more massive globalization. Education is viewed as a measured product and could be compared among the countries. Alternatives of government policies of a nation are extremely dependent on international standardization; therefore, a nation would get the best level of various international standardization through the available resources, process, and substances of educational management. Globalization is not only a term in technic, sector of education could not be free from its trap, Gil [1] said that the effects of globalization could be seen in the system of education and the convergence of global education.

Globalization supports continuous international standardization, the evaluation conducted by transnational, across territorial borders of nations, and system of national education. Kertz-Welzel [2] stated that because of globalization, it has been evaluated international students, which was the most common to compare the results of all school systems or certain subjects. Suparmin [3] stated that globalization that is marked by rapid progress in the technology of

information and communication has made mastering foreign languages (English, French, Chinese, Japanese, German, and other foreign languages) the main requirement to do self-develop to be capable to compete in global communities. The international standardization that is related to the languages has become popular in later. The response of the government to international standardization has created a series of responses to educational policies. International standards are the measures developed by international institutions that are implemented all over the world. These standards could be used directly or adapted to the national condition. Adoption of international standards conducted by a nation could make national standards that are equivalent and substantially identic with international standards that have become resources. Suparmin [4] said that some nations in the world, including Indonesia, have assumed that the development of standardization, quality assurance, and accreditation must be comprehended as a national response to the increasingly complex situation to control the system of education and to keep the standard of quality [5]. [6] stated that international standardization has supported the increasing number of models of international education.

Globalization and international standardization in Indonesia have to get a response from the government through various products of national policies. Indeed, these globalization and international standardization are not appointed explicitly in laws of national education system, but there are 5 articles which state clearly that: (1) Unit of education implemented by the delegation of foreign country in territory of Unitary State of Republic of Indonesia (NKRI: Negara Kesatuan Republik Indonesia), for foreign learners, could use the prevailing provisions in the concerned nations by approval of the government of Republic of Indonesia; (2) Foreign institution of education that is accredited or recognized by its country could provide education in the territory of Unitary State of Republic of Indonesia according to the prevailing laws and regulations; (3) Foreign institution of education in level of elementary and higher schools must give education of religion and citizenship for learner of Indonesian citizens: (4) Foreign implementation of education must collaborate with institution of education in territory of Unitary State of Republic of Indonesia by involving educational personals and managers of Indonesian citizens; and (5) Educational activities using system of education of other countries in territory of Unitary State of Republic of Indonesia have to be implemented according to the prevailing laws and regulations.

The Strategic Plans of the Ministry of Education and Culture in 2015-2019 mentioned 28 global words that could be used substitutivity to show the trends of economic growth in Indonesia, Indonesian competitiveness in the international community, quality of reading proficiency, and students' character and their national identity. The word of standardization is related to: (1) Standardization and certification through collaboration across the sectors, across the regions, and across the nations of business colleagues, in framework of market openness; (2) Standardization of Institution of Licensing Service; (3) Improvement in performance of Institution of National Standards of Education (BSNP: Badan Standar Nasional Pendidikan), Institution of National Accreditation of School/Islamic School (BAN-SM: Badan Akreditasi Nasional Sekolah/Madrasah), Institution of National Accreditation of College (BAN-PT: Badan Akreditasi Nasional Perguruan Tinggi), Institution of National Accreditation of Playgroup and Nonformal Educations (BAN-PNF: Badan Akreditasi Nasional Pendidikan Anak Usia Dini dan Pendidikan Nonformal), and institution of competency certification in implementing standardization; (4) Assurance of service standardization of education and skill training institutions; and (5) Standardization movement of language quality. The word of international standardization has appeared in sentences with similar meanings: the process of international certification, efficiency competitiveness of labor market at the international level, promotion and diplomatic of culture internationally, an international convention of education, evaluation with international standards, competitiveness in the international market, improvement of Indonesian language to be an international language, international competition at the level of elementary and higher schools, and implementation and service of collaboration with a foreign country and international organization in sectors of education and culture. In the academic manuscript of curriculum 2013, globalization is become separately subtitle as a part of the empiric basis, not less than these 7 words have been mentioned. Whereas the international standardization was affirmed 2 times, related to the relationship of school with the surrounding community dan performance of educational standards. International standardization is conducted to support Indonesia to be involved in the global community by producing citizens who could compete globally through education. Unfortunately, achieving international standardization is not easy as turning the palm, such as [7] stated in 2014 that achieving national standards of education are not yet accomplished, there are still 4 low standards: standard of infrastructure is 86.6%, the standard of the process is 87.5%, the standard of competency is 87.5%, and standard of teachers and educational personnel is 87.7%. This study was conducted to: (1) response of educational policies, and (2) aspects of educational management that were developed by the Indonesian government in the response to international standardization.

## 2. METHOD

The utilized kind of research was a meta-analysis, Gurevitch et al. [8] stated that this research was conducted by resuming data of research, reviewing, and analyzing data from several study results of the previous studies. Fagan [9] stated that gathering data of the research was performed by the researchers using the technic of browsing the articles in journals of researches in a repository, utilizing various searching engines on the internet. The used keywords in this research are the educational policies of the Indonesian government and the response to international standardization.

Based on exploration using keywords it got some articles, then they were selected according to criteria of having data in scores. They found scores were analyzed using a quantitative approach by the method of comparison to decide the effects of globalization on the effectiveness of national education policies. The used analysis in this research was comparing score differences of the discussed variables: (1) response of educational policies, and (2) aspects of educational management developed by the Indonesian government in response to international standardization.

Analysis of research data was conducted through four steps: (1) Data management by tracking the results of conducted studies about the relationship of effects of globalization and effectivity of national education

policies., not only evaluating one dimension of globalization effect or just one policy of national education. There were several measured dimensions, and sometimes there were the different dimensions between a study and the others, although they had same names of variables, even there were also in contrary, the variables were different with the meanings that could be categorized as same so that zed needed to be coded; (2) Coding was conducted by grouping variables with the meaning was more or less close to the response of educational policies and the aspect of educational management developed by the Indonesian government in response to international standardization; and (3) It was performed the descriptive analysis to decide the weight of each variable and its indicators. Based on the mentioned step of data analysis, was conducted data gathering through various searching engines on the internet. The used keyword had variations of the response of educational policies, aspects of educational management developed by the Indonesian government, and the response of international standardization. From the steps, it has achieved 46 manuscripts which then after being conducted the evaluation and analysis of thematic conformity become 28 manuscripts.

## 3. RESULTS

Responses of educational policies of the Indonesian government to international standardization included various educational policies. The study results showed the responses, from the greatest to the smallest percentages: adoption of values of international quality standards (17.31%), expanding the access and increasing the equity (11.54%), developing the educational standardization (11.54%), education of art and culture (7.69%), school-based management (5.77%), design of curriculum (5.77%), autonomy of educational institution (3.85%), reinforcement the students' competencies (3.85%), certification (3.85%), developing the language education (3.85%), reinforcement the local capacity and will, efforts to equalize the high school education, programs of international class, accreditation of educational unit, reinforcement the factors outside the educational units, efficiency and effectivity, developing the index system of educational evaluation, implementation of e-procurement, participate actively in international arena, developing the global community, acceleration of process of educational decentralization, body corporate of education, each of them has same presentation (1.92%).

The aspects of educational management developed by the Indonesian government are related to the responses of international standardization: standardization of quality (27.12%), educational autonomy (20.34%), educational financing (13.56%), curriculum and learning (10.17%), standardization of management (10.17%), educational

equality (6.80%), teachers and educational personnel (5.08%), cultures (5.08%), and students (1.69%).

## 4. DISCUSSION

These study results showed that responses to educational policies of the Indonesian government to international standardization with the biggest presentation were in the adoption of standard values of international quality (17.31%). According to the study results, the standard of international values was adopted and referred to values of international standardization when evaluating the education [10], adoption of a standard of global accounting [11], adoption of a system of school education [12], and adoption of the content and method of the main teaching [13].

In Indonesia, the national standards of education are applied since it is legalized the laws of the system of national education (number 20 the year 2003). National standards of education consist of content, process, graduate competency, educational personnel, infrastructure, management, financing, and educational evaluation that must be improved in planning and periodically. National standards of education are used as a reference for the development of curriculum, educational personnel, infrastructure, management, and financing. Regulations of the government concerning national standards of education, which are dynamically following the achievement and educational dynamism, are the implementation of laws of the national education system. National standards of education are minimum criteria for the system of education in all legal areas of the Unitary State of the Republic of Indonesia.

Before being removed by the Constitutional Court, the government and/or regional government performs a minimum of one unit of education at all levels of education to be developed to become a unit of education at the international level. The quality of educational services that must be improved by the government is tough, because of the low quantity of schools that meet the national standards. Data from the Ministry of Education and Culture in 2019 explained that more than 20 percent of schools at all levels did not yet meet the standards of minimum education. 38,912 schools did not yet meet the national standards of education, from 201,940 available schools. At the level of elementary school, there were still 27,270 that did not yet meet the national standards of education from a total of 148,805 elementary schools, 8,725 from 39,426 junior high schools, and 2,971 from 13,709 senior high schools. It means that there are still many schools that must be improved in the quality of educational services. Instead of improving and supporting the accomplishment of national standards of education, the government has issued a problematic policy of education, international standardization for schools.

**Table 1    Open Unemployment in 1988 – 2018**

| No. | Level of Education | 1988 | 1993 | 1998 | 2003 | 2008 | 2013 | 2018 |
|-----|--------------------|------|------|------|------|------|------|------|
| 1 | Never Educated | 41,695 | 23,104 | 31,779 | 352,518 | 79,764 | 112,435 | 42,039 |
| 2 | Not/ Have Not Graduated from Elementary School | 128,880 | 92,356 | 223,029 | 710,354 | 448,431 | 523,400 | 446,812 |
| 3 | Elementary School | 343,563 | 421,822 | 909,479 | 2,495,928 | 2,216,748 | 1,421,873 | 967,630 |
| 4 | Junior High School | 333,506 | 356,418 | 983,145 | 2,458,913 | 2,166,619 | 1,821,429 | 1,249,761 |
| 5 | Senior High School | 687,929 | 748,491 | 1,616,700 | 2,435,819 | 2,204,377 | 1,874,799 | 1,650,636 |
| 6 | Vocational High School | 385,943 | 349,988 | 851,902 | 1,037,103 | 1,165,582 | 864,649 | 1,424,428 |
| 7 | Academy/Diploma | 55,265 | 77,183 | 175,417 | 202,809 | 519,867 | 197,270 | 300,845 |
| 8 | University | 63,937 | 129,848 | 253,809 | 245,857 | 626,202 | 425,042 | 789,113 |
| | **Total** | **2,040,718** | **2,199,210** | **5,045,260** | **9,939,301** | **9,427,590** | **7,240,897** | **6,871,264** |

In 2008, this program could run smoothly because it was assumed good the implementation of international standardization mainly in vocational high schools, such as ISO 9001 and its variations, especially at school that was still being started the program. In 2009, at least 275 vocational high schools get certificates of ISO 9001:2000 which showed that the quality of school management was already good. Also, there were already 312 vocational high schools at the international level. How are the conditions of today, the policies of international standardization with the model of ISO have been dimmed?

In the past, it was said that the benefits of ISO in the documentation, flow of work-coordination-communication, job description, and standard operation procedure (SOP), so that all members of school organization could understand their tasks, and this program could run smoothly. Although in some applications of ISO standards is faced with obstacles such as the readiness of vocational high school facilities that are not yet sufficient to get standard of ISO, the commitment of human resources and availability of funds are also needed to get a certificate of ISO. Data from the Central Bureau of Statistics in 2016 showed that from the available classes, there is a shortage of teachers for senior high schools and vocational high schools, 160,661 and 108,249 people in respectively.

Then, the policy of international standardization has been used to support the development of the economy. At the moment, the Ministry of National Education made significant policy concerning the proportion of students amount in senior high school and vocational high school from 58% : 42% in 2007 to 30% : 70% in 2014. The policy is hoped for supporting economic growth and reducing unemployment. The vocational high school in which the graduates could be absorbed by job opportunities has shown a similar phenomenon with the senior high school graduates. Slamet [14] stated that the increase of students amounts of vocational high school did not support the economic growth and the increase of vocational high school students caused the higher numbers of unemployment of vocational high school graduates. The next responses of Indonesian government policy that were dominant were expanding the access, increasing the equivalence, and developing the standardization in education (11.54%). The policy, such as said by [15] and [16] was directed to the principle of justice in access to education, expanding the access, and increasing the equivalence. [17] stated that the emerged transnational coordination has needed the cross-sectoral standardization in content and skill quality.

Table 1 showed that based on data of Central Bureau of Statistics in 2018, the open unemployment in Indonesia in 1988 – 2018, educational development to absorb the labor market has been trusted all this time through educational education, but in fact, the Indonesian labor market could not well absorb the graduates of this education. At the level of education of vocational high school, which it was hoped for the graduates could be absorbed in employment opportunities showed the phenomenon that was not different with the others, from 1988 – 2018 it was not also different in trend. It meant that various policies of vocational education were not yet capable to support the graduates to be competent individuals, including in the implementation of international standardization. The graduates of the vocational school have not yet a good capital of entrepreneurship, whereas this capital is unlimited, it is different from the competitive and limited labor market.

The experience in Estonia, the students go to vocational school because of low achievements in learning. [18] stated that in Estonia, it was only a quarter of youth groups have entered the vocational program at the level of senior high schools, and many of them had low performances. Many students in Estonia have dropped out of school, about a quarter of them has failed to finish. For cases in Indonesia, such as [14] said that the unemployment rate of vocational school graduates was increased by the increasing number of vocational high school students. It is not efficient because vocational high schools have main tasks and functions to prepare the graduates to work and have operational costs that are much more expensive compared with senior high schools.

Therefore, for a while, the expansion of the quantity of vocational high schools must be stopped. Ideally, the vocational high schools give opportunities to the graduates to be absorbed in better employment opportunities, but demand and supply of job could not reach balance in economic development. The average mindset of the vocational high school students is not too different from the mindset of the students of other forms of education. However, most vocational high school students did not have a developed mindset, and the mindset and academic achievements do not seem to be related

The role of government which is unable to open the largest employment opportunities has also become a more complicated problem for the graduates of vocational education. The government has failed to create employment opportunities to be balanced with the number of unemployment in Indonesia, whereas all citizens have the right to get employment and proper life. This job creation does not only involve the interest of vocational education graduates but also becomes the obligation of the government by making the expansion of employment opportunities or job placement for job seekers.

The education of arts and cultures (7.69%) has become the policy of the Indonesian government in the response to the next international standardization. The Indonesian government which has considered the cultures as media to develop the national character is faced with really complex crossroads in the era of the openness of information and media. The Indonesian arts and cultural works have started to be strange in their own country. Those arts and cultures have started smoothly to be replaced by the entered temporary cultures without enough strict filter. The practices of pirating the artistic and cultural works have shown the public passiveness to the works of their nation.

The educational policy in arts and cultures, including in language, is directed to efforts to supply the infrastructures of actualization of arts and cultures; to support the development of creativity and productivity of creative cultures actors and love for domestic products; and to promote arts and cultural works at international level. The policies of government to realize the preservation of cultures and development of languages could be implemented by: (a) keeping and maintaining the identity of national character through preservation and maintaining the cultures and languages; (b) reviving the national character: mutual respect for diversity, tolerance, ethics, moral, and mutual assistance through the implementation of Indonesian cultures and languages that are good in the community; (c) increasing appreciation at Indonesian arts and cultural works as a form of love to domestic products; and (d) preserving, developing, and utilizing the cultural inheritances including the cultures of maritime and archipelago to

increase people prosperity. The government work programs include the efforts to develop the special incentives to introduce and promote local cultures and to make the cultural institution of development basic of cultures and characters of the Indonesian nation, through the following ways: developing the cultural houses of Nusantara in the country, developing the cultural house in foreign countries named by Pusat Kebudayaan Indonesia (Center of Indonesian Cultures), and developing museum and center of arts. The activities are realized in an increment of trust among the citizens, such as opening the space for cultural dialog, arts of performance, festival (traditional therapy, culinary), people sports, traditional games. Also, it could be realized in optimization the subdistricts that utilize laboratory of arts and cultures, artistic development, and increasing the number of competent teachers in arts and cultures.

It seems that in addition to the anxiousness of bad effects of the incoming cultures from the outside, various international relations that are not always positive, the government has supported multiple programs of the original Indonesian arts and cultures. Indeed, it happens homogenization of arts and cultures as effects of the international relations that are massive happened, because of the globalization of development in sciences and technology. There are efforts of the government to maintain individual and national identities. Brata [19] said that local wisdom is the cultural element that must be explored, discussed, and revitalization because of their very important essences in foundational reinforcement of national character to encounter the challenges of globalization. The emerged question was whether the values of local cultures as the glue of national identity are still relevant to be revitalization to encounter multiple problems in this era of the whole world.

The other policy of the Indonesian government in response to international standardization was supporting the implementation of school-based management (5.77%) and various changes in curriculum designs (5.77%). Silvanto et al. [20] said that the curriculum designs in response to international standardization have emphasized offering a greater level in international learning experiences. International standardization, such as said by Schumann et al. [21] that at the macro level, the educational system would share various forms of organization, curriculum designs, academic structure, and form of government. Morphologically, all educational systems are essentially the same.

The policies of the Indonesian government have purposed in decentralization and autonomy in education that is greater at the regional level and unit of education. The different views related to educational autonomy could be seen in the following study results: school autonomy was greatly related to the strategic options in school autonomy [22], job satisfaction of headmaster and

school autonomy [23], school autonomy and students' achievements [24], and school autonomy, a system of responsibility, and school accountability [25]. Wilkins stated that in England, the effects of school autonomy was an increment in monitoring and supervision by the school management body. Woessmann [26] stated that the important thing was not the input number (school autonomy) given by the school system, but how they used it.

In educational autonomy, there is a practice of responsibility as a form of accountability, that could be implemented in multiple forms. The forms are such as the school controls the planning in each component of school management, school controls the implementation in each component of school management, school controls the evaluation in each component of school management, performing responsibility of implementation of school programs, responsibility could be conducted written and valid, and responsibility could be conducted unwritten with administrative and valid evidence.

This study results showed that there was reinforcement conducted by the Indonesian government in students' competence (3.85%) and certification (3.85%) in response to international standardization. Such as many countries in this world, Indonesia has been involved in efforts to improve the teacher's quality as the main strategy to improve educational quality as a whole, through certification. Kadatska [27] stated that students' competencies have functioned as a foundation and yardstick that must be followed for standard main curriculum by the institutions of high education which prepare the labor forces internationally.

Finally, this study results showed that the responses of the Indonesian government to international standardization could be seen in capacity reinforcement and local will, efforts to equalize high school education, a program of international class, accreditation of educational unit, reinforcement of the outside factors of the educational system, efficiency, and effectivity, developing index system of educational evaluation, implementation of e-procurement, participating actively in the international arena, developing global community, acceleration of the process in educational decentralization, educational body corporate, and modernization of Islamic education, each of them has same percentage (1.92%).

Saggaf et al. [28] stated that various levels of success in implementing e-procurement and various determinant factors influencing the efficiency and effectivity in Indonesia showed that it is important to consider the local context in the implementation of reformation. Suroto [29] stated that in the frame of relevance between the educational system and living sectors outside of the system, there are several factors outside of the educational system which needs to get serious attention to appear the mutual relevance in functionality.

The Indonesian government had implemented a policy of international level school program (SBI: Sekolah Bertaraf International) that was implemented by the government, stimulated by some birth backgrounds. The backgrounds were such as the followings: in the 1990s, many schools were founded by a foundation using international identity but it was not clear the quality and standards; many parents who were capable economically preferred to send their children to go abroad for school; there was not yet legal protection for implementation of the international school; and the need to build a qualified school as the center of excellence education. Because of these phenomenon's, the government has started to organize and build a school at the international level. Also, it is needed international recognition for the quality of the educational process and outcomes.

Before being eliminated by the Constitutional Court, one criticism against the implementation of SBI was making the curriculum and subjects to appear that was not well controlled by the government. Also, by utilizing the national curriculum, the national schools had adopted the international curriculum. There were more foreigners than domestics for teachers, including the use of English as a medium language. Also, there were long effects on society, cultures, and nationalism for Indonesian children. The students had very little knowledge of Indonesian social and cultural, historical and nationalism values, and the attitude of individualism was too high. The school curriculum has prepared them to be a citizen of the world or international community, in the contrary, it was not learned the Indonesian values. The schools at the international level threatened local potential.

The government did not have a clear law foundation for the implementation of this plus national schools. It meant that the government did not believe in the own system of education, the national education that could compete globally with the other countries. The policies of the government have encouraged the emergence of public schools at an international level and high cost. The government should strengthen its educational system, not the contrary, creating an educational system of classing that could make social bombs in the future.

The Constitutional Court stated that SBI was not following the mandate of the Constitution and therefore, its existence in the Indonesian educational system should not be continued. The most of Constitutional Court judges who handled this lawsuit emphasized that the use of English as a medium language at SBI could eliminate the pride of speaking the Indonesian language. The judges also questioned the high fee for learning at SBI, which the fee was much more expensive than the average fee of national standard schools, SBI was almost impossible to reach for students from poor families. Qualified education has become expensive items that only could be reached by rich people. From eight-member judges of Constitutional Court, judge Ahmad

Sodiki has given dissenting opinion by saying: The Court should reject this lawsuit. Image caption of previous international school was dominated by the private sector, costing up to hundreds of millions. According to Sodiki, the Court should handle the lawsuit related to educational norms, not the concrete case of SBI's existence.

In other words, if the problem was English as a medium language and discrimination caused by SBI fee, the policy of SBI itself should remain valid, not be eliminated. If there was more serious effort to learn foreign languages, such as English, it could not be separated from the practice of English teaching which has been less successful all this time. How many thousands of university students, although they have studied English for about six years since they were students at junior high school and senior high school, they were still unable to master English well. The fear to learn a foreign language with the reason of losing national identity was excessive. The practice of using a foreign language as a medium language at schools and Moslem boarding schools for many years in Indonesia has never shown a decrease in the pride of speaking Indonesian and students' identities as Indonesian citizens. Inability to speak English could be very detrimental because it makes many Indonesians lose to compete with citizens of other nations.

Furthermore, whether this policy of SBI elimination is then effective to reduce international labeled schools. Unfortunately, SBI, which is a public school owned by the government is eliminated, then emerges the private international schools which become increasingly widespread. [30] stated that Indonesia still maintains its position as the main destination for international schools in South-East Asia. Indonesia still leads with 198 international schools, followed by Thailand (192), Malaysia (187), Singapore (119), and Vietnam (118). Whereas the government control of these kinds of schools is really difficult, compared with the public schools.

## 5. CONCLUSION

Responses of educational policies of the Indonesian government to international standardization were in the adoption of values of international quality standards, in aspects of educational evaluation, the standard of global accounting, a system of school education, contents, and methods of the main teaching. The educational policies have been directed on the principle of justice to access education, expanding the access, and increasing the equity, across-sectoral standardization in content, and skill quality. The other policy of the Indonesian government in response to international standardization was supporting the implementation of school-based management and various changes in curriculum designs, that there was reinforcement conducted by the Indonesian government in students' competence and certification in response to international standardization. Aspects of educational management of the Indonesian government in response to international standardization could be embodied in curriculum, financing, teacher, culture, and school environment, and accreditation.

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