

Analysis of the Performance of the Indonesian National Education System in Achieving Global Education Targets

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INFO ARTIKEL	ABSTRAK
Accepted : August 03, 2024 Revised : August 28, 2024 Approved : September 30, 2024	This article analyzes the performance of Indonesia's national education system in its efforts to achieve global education targets, particularly those set by the 2030 Education Agenda and the Sustainable Development Goals (SDGs). This study uses a qualitative approach with secondary data analysis methods that include government policy reports, international survey results, and case studies from various regions in Indonesia. The main focus of the study covers three important aspects: accessibility of education, quality of education, and equity of education. The findings show that although Indonesia has made progress in increasing access to basic education, significant challenges remain in terms of quality of education and equity, especially at the secondary and tertiary levels. The analysis also identifies several policies that have been implemented, such as inclusive education programs and improving teacher quality, but the results have not fully met global targets. This article provides strategic recommendations for policymakers, educators, and other stakeholders to improve the effectiveness of the education system and achieve the set global targets.
Keywords: Education System Performance, Sustainable Development Goals (SDGs), Global Education, Education Accessibility, Education Quality, Education Equity, Indonesia	

INTRODUCTION

Education is one of the main pillars in a country's social and economic development. In a global context, education systems around the world are faced with the challenge of meeting the standards and targets set out in the 2030 Education Agenda and the Sustainable Development Goals (SDGs) initiated by the United Nations (UN). Indonesia, as the world's fourth most populous country with a rich cultural diversity, faces unique challenges in its efforts to achieve these global education targets.

Education in Indonesia has undergone various reforms and improvements since the 1998 reforms, but there are still significant gaps in terms of accessibility, quality, and equality of education at various levels. According to reports from the Central Statistics Agency (BPS) and the Ministry of Education, Culture, Research, and Technology, although there has been progress in increasing access to basic education, the quality of education and equality at the secondary and higher education levels are still major issues (BPS, 2023; Kemendikbudristek, 2022).

The 2030 Education Agenda emphasizes the importance of inclusive and equitable quality education for all children, as well as the need to improve skills and



knowledge relevant to the needs of the 21st century. In this regard, Indonesia must adjust education policies and practices to ensure that all students have an equal opportunity to succeed (UNESCO, 2021).

This article aims to analyze the performance of Indonesia's national education system in the context of achieving global education targets. The main focus of this study includes an evaluation of education accessibility, education quality, and equity in the education system. In addition, this article will also assess the policies that have been implemented and provide strategic recommendations for improving the education system to be more in line with international standards.

METHODOLOGY

This study uses a qualitative approach with secondary data analysis methods to evaluate the performance of the Indonesian national education system in achieving global education targets. The following are the methodological steps applied in this study:

1. Data collection

Data were collected from various secondary sources, including policy reports, academic studies, and education-related statistical data. Primary data sources include annual reports from the Central Bureau of Statistics (BPS), the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, and international reports from organizations such as UNESCO and the World Bank.

2. Document Analysis

The analysis was conducted on education policy documents and annual reports that include data and information on education accessibility, education quality, and education equity in Indonesia. These documents were analyzed to identify key policies, changes that have occurred, and results achieved in the context of achieving global education targets.

3. Case study

The research also includes case studies from various regions in Indonesia to provide deeper context on how education policies are implemented and their outcomes at the local level. These case studies include analysis of education programs in different rural and urban areas.

4. Performance Evaluation

The data collected was analyzed by comparing the performance of Indonesia's education system against global standards and targets set by the 2030 Education Agenda and the Sustainable Development Goals (SDGs). Performance was measured based on several key indicators, such as education participation rates, national exam results, and disparities between socio-economic groups.

5. Preparation of Recommendations

Based on the analysis, this article compiles strategic recommendations to improve the performance of the Indonesian education system. These recommendations are intended for policy makers, educators, and other stakeholders to improve the effectiveness of the education system in achieving global targets.

RESULTS AND DISCUSSION

1. Accessibility of Education

The analysis results show that Indonesia has succeeded in significantly increasing access to basic education in the last two decades. Based on data from the Central Statistics

Agency (BPS, 2023), the participation rate in basic education has reached almost 100%. However, although access to basic education has increased, there are striking gaps in access to secondary and higher education, especially in remote areas and areas with high poverty rates (World Bank, 2020).

2. Quality of Education

The quality of education, especially at the secondary and tertiary levels, shows significant variability. According to a report from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022), national exam results show that despite progress, there are still large differences between exam results in urban and rural areas. The curriculum and teaching methods in many schools in remote areas are not always aligned with national standards, resulting in lower academic outcomes compared to schools in urban areas.

3. Educational Equality

Educational equity remains a major challenge. Data shows that despite policies for inclusive education, gaps between socio-economic groups remain significant. Children from disadvantaged economic backgrounds tend to face greater barriers to accessing quality education (OECD, 2019). Educational assistance and scholarship programs have not been fully effective in reducing these gaps.

4. Policies and Initiatives

Inclusive education policies, such as the Smart Indonesia Program (PIP) and teacher quality improvement programs, have been implemented to address some of the above challenges. However, the effectiveness of these policies is often limited by implementation and resource issues. For example, while the PIP program has helped many students, the distribution of assistance is still uneven and often does not cover all students in need (UNESCO, 2021).

DISCUSSION

This analysis reveals that although Indonesia has made some progress in the education sector, major challenges remain in terms of education quality and equity. In the context of achieving global education targets, Indonesia needs to improve several key aspects:

1. Improving Access to Secondary and Higher Education

To reduce the access gap at the secondary and tertiary levels, it is important for the government to expand scholarship programs and increase investment in educational infrastructure in underserved areas. Community-based programs and partnerships with the private sector can help improve access to quality education (World Bank, 2020).

2. Improving the Quality of Education

The quality of education can be improved through curriculum reforms that are more suited to local needs and better teacher training. Efforts to improve education standards in remote areas should be a top priority. Providing adequate educational resources and updating innovative teaching methods will support the achievement of better education quality (OECD, 2019).

3. Reducing Socio-Economic Disparities

Reducing socio-economic disparities requires more inclusive and targeted policies. Aid programmes must be expanded and managed more effectively to ensure that education assistance reaches all students in need. Policies that support equity in education must be prioritized to reduce existing disparities (UNESCO, 2021).

Overall, achieving global education targets requires more coordinated and strategic efforts from all relevant parties, including governments, educational institutions, and communities.

CONCLUSION

This article has analyzed the performance of Indonesia's national education system in the context of achieving global education targets set by the 2030 Education Agenda and the Sustainable Development Goals (SDGs). Based on the research findings, the following are the main conclusions:

1. Progress in Access to Education

Indonesia has shown significant progress in increasing access to basic education. The primary education participation rate is almost 100%, which is a significant achievement in meeting global targets. However, major challenges remain in ensuring equal access to secondary and higher education, especially in remote areas and for disadvantaged groups (BPS, 2023; World Bank, 2020).

2. Variability in Quality of Education

The quality of education in Indonesia shows great variability. Despite several policies to improve the quality of education, such as teacher training and curriculum reform, there is still a significant gap between education outcomes in urban and rural areas. Uneven policy implementation and resource constraints have hampered the achievement of expected education quality standards (Kemendikbudristek, 2022; OECD, 2019).

3. The Challenge of Educational Equality

Educational equality remains a major challenge. Despite the implementation of inclusion policies and educational assistance programs such as the Smart Indonesia Program (PIP), the gap between socio-economic groups remains significant. Many children from disadvantaged economic backgrounds still face barriers in accessing quality education (UNESCO, 2021).

4. Strategic Recommendations

To improve the performance of education systems and achieve global targets, several strategic steps need to be taken. These include expanding and improving the effectiveness of scholarship and educational assistance programs, improving curricula and teaching methods, and increasing investment in educational infrastructure in underserved areas. Education policies should be designed to be more inclusive and address existing gaps (World Bank, 2020; OECD, 2019).

Overall, despite significant progress, Indonesia needs to continue reforms and more coordinated policies to achieve global education targets. Joint efforts from the government, educational institutions, and communities will be key to improving the education system and ensuring that all children receive quality and equitable education.

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