



Analysis of amendments to government regulation no 57 concerning national education number 04 of 2022

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ARTICLE INFO

Article history:

Received Oct 12, 2023

Revised Nov 17, 2023

Accepted Dec 29, 2023

Keywords:

Government Regulations
National Education
Policy Changes
Standard National Procedure
Literature Study

ABSTRACT

Education is one of the important sectors in the development of a country. Indonesian education is faced with various challenges, both internal and external challenges. Indonesian Government Regulation (PP) Number 57 of 2021 concerning National Education being changes policy Number 4 of 2022. This changes cause uncertainty legally and administratively in formal carry out educational activities. Several important changes have been noted in PP 57 of 2021 concerning National Education period 4 of 2022. These changes include curriculum adjustments, building an assessment system, increasing the quality of the number of teachers and teaching staff and changes in education management at the school National level. With the issue arise, there is need for analyze the changes made in PP 57 of 2021 and their impact on national education system. This research aim to investigates the impact of implementation new regulation policy Number 4 of 2022. The method used is literature study. The results show that there's have been significant changes in PP 57 of 2021 which affect various positive aspects of national education system. Adjusting the curriculum, improving the quality of teachers, and developing evaluations are important steps in improving the quality of education in Indonesia.

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INTRODUCTION

As of late there has been a propensity to liberate the advanced education framework, permitting it to follow the interaction of the organic market powers, as indicated by the inclinations of its entertainers, rather than forming it through solid unofficial law (Teixeira et al., 2014, Regini, 2011). Quite possibly of the most delicate region has been that of access. For this situation, the primary contentions for liberation have been the advancement of a superior match between understudies' inclinations and the current stockpile (MacLeod W. Bentley et al., 2017, Dillon and Smith, 2017). Additionally, it is contended that the opposition incited by more noteworthy understudies' opportunity of decision would fortify foundations' responsiveness (Roksa and Levey, 2015, Dale and Krueger, 2014, Teixeira et al., 2013). Accordingly, a few nations have expanded the level of independence of advanced education establishments (HEI) to set the choice models or even the

quantity of understudies they enlist. Bellei & Munoz (2023) affirm that the market and evaluative state models have achieved modest positive effects while producing relevant undesirable consequences. We conclude the paper with a reflection on the character of the particular hybridization of regulatory models developed in Chile. These changes in the regulatory mix over higher education for the ways that universities manage their regulatory environment, arguing first, that there is significant evidence of meta-regulatory approaches to regulating universities, and second, that such a meta-regulatory approach is consistent with an emphasis on university autonomy, raising a challenge for universities in how to use the autonomy (variable by country) they do have to manage their environment (Scott, 2021). Higher education governance has shifted from funding-based instruments to a more identifiably regulatory mode of governance, in terms of government oversight (Black et al., 2015). Notwithstanding this increased state scrutiny, patterns of globalization and increasing competition have generated a more complex regulatory space for higher education in which national governments are less able to fully set agendas. The remarkable growth in international student mobility has been, for some countries, a source of additional income to support growth in higher education.

Education is one of the important sectors in the development of a country. PP 57 of 2021 concerning National Education in Indonesia is the main policy basis for regulating the education system. However, changes in education policy must continue to be made to improve the quality and relevance of education from time to time. Education has a significant role in creating quality human resources since education is the basis of strategic human resource development (Ali, 2009; Idrus, 2012; Sudarsana, 2016). Indonesian education is faced with various challenges, both internal and external challenges. The internal challenge is that many schools have not met the eight National Education Standards (SNP). Meanwhile, the external challenge is globalization which has penetrated into all aspects of people's lives, and the implementation of the ASEAN Economic Community since 2015, which has implications for the increasingly open competition among ASEAN countries.

Currently, Indonesia's education quality data is ranked 109th in the world out of 174 countries, while at the Asian level, Indonesia is ranked 17th out of 17 countries under Vietnam (Political and Economic Risk Consultant (PERC) survey (Desta, 2022) In another survey conducted by the OECD (Organization for Economic Co-operation and Development) in 2015, Indonesia was ranked 69th out of 76 countries (BBC, 2022). Moreover, the community realizes that education is a process of learning the knowledge, skills, and habits of a group of people that are passed down from one generation to the next through teaching and research. There are also those who say that the definition of education is a conscious effort that is carried out systematically in creating a teaching and learning atmosphere so that students can develop their potential. In teaching and learning activities, of course, standard learning activities are needed, especially for primary and secondary education. These standards are used as a determinant of the implementation of learning (Helda & Syahrani, 2022).

The emergence of data on the quality of Indonesian education above is certainly not without reason. The learning process that is not in line with expectations is one of the factors that contribute to the low quality of education. A reality that is faced by the world of education in formal educational institutions today is the low quality of managerial learning both at the level of planning, implementation and how to control it. Therefore, reconstruction of the management of learning programs is absolutely necessary to achieve the expected goals (Manoppo, 2014). Government Regulation Number 57 Year 2021 concerning National Education Standards (PP Number 57 of 2021) caused a polemic in society. Various responses and criticisms conveyed through print and electronic media. The polemic raised in PP No. 57 Year 2021 is the loss of course names Pancasila Education (Putri & Meinarno, 2018), while Article 40 paragraph (3) PP Number 57 Year 2021 explains that the education curriculum only required to contain Religious Education, Citizenship Education, and Language. The provisions of Article 40 paragraph (3) are a problem major in talks and polemics emerged among scholars.

Various discussions on social media specifically adapted to the loss of the name Pancasila Education course as an eye compulsory courses at the higher education level. In addition, problems related to cargo material between interesting laws and regulations observed (Bo'a, 2018). Provisions in Article 40 paragraph (3) is considered contradictory or inconsistent with Article 35 paragraph (3) of the Law Number 12 of 2012 concerning Education College (Higher Education Law). Article 35 paragraph (3) explains that the High Education curriculum is required to contain Education courses Religion, Pancasila Education, Education Citizenship, and Indonesian. Based on the difference in provisions between PP Number 57 of 2021 with the High Education Law encouraging response and variety opinions and statements submitted by Institute or Center for Pancasila Studies. The loss of Pancasila Education will jeopardize the future of the Unitary State Republic of Indonesia (Primahendra, Sumbogo, & Lensun, 2020). Expected recommendations is that the Government must revoke PP No 57 of 2021. Other attitude statements too emerged from the University's Center for Pancasila Studies Yogyakarta Veterans National Development. The issuance of PP Number 57 of 2021 is considered ambiguous or inconsistent with the High Education Law because it will cause uncertainty legally and administratively in formal carry out Pancasila educational activities at University. In addition, PP No. 57 2021 should be repealed because it will potential for systemic effects for the implementation of Pancasila education in College.

The press release was also carried out by the Ministry Education and Culture Number 124/sipres/ A6/IV/2021 entitled "Pancasila Subjects and Indonesian is still mandatory at the level Higher Education according to the Law Higher education". Affirmation on broadcast the press cannot be used as a basis formal juridical in the implementation of Education Pancasila. This is the opposite Pancasila conception as the basis of implementation all aspects of life for the Indonesian people, one of which is in the field of education (Semadi, 2019). A press release is not a product by nature law. Therefore, PP No. 57 Year 2021 is a flawed legal product if it continues. Issue PP No 57 of 2021 shows that the dynamics the reconstruction of Pancasila Education in laws that have not yet been complied with legal certainty. Polemic regarding PP Number 57 of 2021 interesting to study and analyze from that aspect formal legal and constitutional law. Lots legal products in Indonesia are not in accordance with Pancasila values (Dahokry & Wardhani, 2020). Efforts to institutionalize Pancasila values through various form regulations (Setyawan, 2021). it becomes important frame of mind in putting direction and orientation of the state and lay the main source of values and norms in one with another. Issuance of Government Regulations Number 57 of 2021 which does not include cargo Pancasila Education material creates uncertainty laws that have implications contrary to laws and regulations on it.

Regulatory demands as a government policy in the field education is manifested in the form of implementation of quality assurance by applying the National Education Standards (NES). Each educational unit lively to realize the goals of National education, so it is necessary a study of the implementation of education quality assurance policies in the context of measure the achievement of the expected quality of education. The implementation of the 13th curriculum is part of the educational regulations which provides directions, guidelines and even instructions that can be used as a reference in running the education system so that quality standards are determined both from the expected punishment, the process that is carried out, the judgment that is carried out, qualified educators, supporting facilities and all standards which is expected to be a reference for achieving educational goals, which are stated in PP No. 4 of 2022 changes to PP No. 57 of 2021 concerning Standards National Education (SNP) This PP states that Law 20 of 2003 concerning SPN mandates that Pancasila is not only one of the foundations in the administration Education, but concretely also need to be integrated in the components implementation of education, namely the curriculum. Curriculum content for primary and secondary education must include religious education; education Pancasila; Civic education; Language; mathematics; Science natural; social science; Art and culture; physical education and sports; skills / vocational; and of course local content.

Based on the problems that have been described, this study aims to analyze the changes that have occurred in PP 57 of 2021 related to National Education during the PP 4 year 2022 period and find out the impact of these changes. It is hoped that the results of this study can help deepen understanding of policy changes in PP 57 of 2021 and inform stakeholders about increasing the effectiveness and efficiency of the national education system. Previous research has revealed the importance of changing education policies and their impact on improving the quality of education. Several studies have also highlighted the role of PP 57 of 2021 in regulating the national education system. However, there are still gaps in previous research related to changes that occur in PP 57 in 2021 compared to period 4 in 2022. This research expected both in theory and practice can be transmitting knowledge: impart the values, norms, commitments and principles that shape educators coexistence and help forge global competition, give insight to educators who can work together towards a sustainable and peaceful atmosfer. It hopes can be addressed as guidance to reimagine teaching and the teaching profession and place teachers at the centre of the transformation process.

RESEARCH METHOD

This study uses the approach qualitative research through the documentary research method as the main approach. Data and information were obtained by searching scientific literature, government reports and other reliable sources regarding changes to PP 57 of 2021 during Phase 4 of 2022.

RESULTS AND DISCUSSIONS

Several important changes have been noted in PP 57 of 2021 concerning National Education period 4 of 2022. These changes include curriculum adjustments, building an assessment system, increasing the quality of the number of teachers and teaching staff and changes in education management at the school National level. The impact of these changes is to improve the quality of education, increase the relevance of the curriculum to the needs of the world of work, and increase the effectiveness of the implementation of education. These result support Roksa and Levey, 2015, Dale and Krueger, 2014, Teixeira et al., 2013, also inline with Bellei & Muniz (2023) that evaluative state models have achieved modest positive effects on education.

The aim of national education is to educate the life of the nation and develop the whole human being, namely human beings who believe, fear God Almighty and have noble character. In addition, students must have skills and knowledge, physical and mental health, strong character, independence and a sense of responsibility towards society and the country. The legal basis for PP 4 of 2022 regarding changes to PP 57 of 2021 regarding the SNP is: Article 5 paragraph (2) of the 1945 Constitution of the Republic of Indonesia; National Education System Law Number 20 of 2003 (State Gazette of the Republic of Indonesia of 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301); Law Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336); Government Regulation Number 57 of 2021 Concerning National Education Standards (Gongography of the Republic of Indonesia of 2021 Number 87, Attachment to the State Gazette of the Republic of Indonesia National.

PP No. 4 of 2022 changes PP No. 57 of 2021 concerning Standards National Education (SNP) is the elaboration of the Law (UU) National Education System No. 20 of 2003 is an elaboration of the 1945 Constitution (UUD) article 31 which states that every citizen has the right to education (paragraph 1), every citizen is obliged to attend basic education and is obliged to finance it (paragraph 2), the government endeavor and organize a national education system, which increase faith, and devotion as well as noble character in the framework educating the life of the nation which is governed by law (paragraph 3), The state prioritizes an education budget of at least 20% of the state revenue and expenditure budget as well as from the revenue and expenditure budget regional

spending to meet the needs of the implementation of national education (paragraph 4), the government advances science and technology by uphold religious values and national unity for progress civilization and the welfare of mankind (paragraph 5) (Constitution, 1945).

The entire existing legal basis is the government's efforts in the field education which aims to oversee the ongoing education in Indonesia so that the quality of education is maintained and can improve human resources Indonesia. Improving the quality of education refers to standards that have been stipulated in PP No. 4 of 2022 amendment to PP No. 57 of 2021 concerning National Education Standards (SNP). The National Education Standards are the minimum criteria for the system education throughout the jurisdiction of the Unitary State of the Republic of Indonesia With the SNP, all educational activities take place refers to the standards that have been set and better if the unit education is able to exceed national standards in all existing standards. The expected quality achievement has been regulated in the Regulation of the Minister of Education National Regulation (Permendiknas) Number 63 of 2009 concerning the Quality Assurance System Education (Permendiknas No. 63, 2009) and perfected by Permendiknas No 28 of 2016 concerning Education Quality Assurance System Primary and Secondary (Permendiknas No. 28, 2016).

National education funding refers to the financial resources allocated by the government to support the country's education system. This funding is intended to ensure fair and equitable access to quality education for all citizens. National education funding can cover various aspects, such as Education Budget: The government allocates part of the national budget for education. This budget includes funds for school operations, educational infrastructure development, curriculum development, and teacher training. The education budget may also include scholarships or financial aid programs for students in need. The government can provide educational assistance funds to families or individuals who cannot afford to pay for their education. This assistance fund can be in the form of education grants, school grants or similar programs that are intended to reduce the burden of educational costs for those in need. The government can also allocate funds to support research and development in the education sector. This grant is used to fund research related to improving the education system, curriculum innovation, developing teaching methods, and developing educational technology.

The government can establish partnerships with the private sector in financing education. This could involve private investment in building educational infrastructure, managing schools, providing scholarships, or funding certain educational programmes. Some countries may also receive educational assistance from international organizations or partner countries. This assistance can be in the form of grants, technical assistance, or externally funded special education programs. National education financing is essential to ensure that quality education is accessible to all citizens regardless of their economic background. With adequate funding, it is hoped that the education system will continue to develop and provide long-term benefits for society and the country.

CONCLUSION

Changes in PP 57 of 2021 concerning National Education in period 4 of 2022 have a positive impact on the national education system. Adjusting the curriculum, improving the quality of teachers, and developing evaluations are important steps in improving the quality of education in Indonesia. It is hoped that these policy changes can continue to be updated and refined in accordance with the times and educational needs that continue to grow. The levels of uncertainty associated with the estimation methods might be further investigated using additional data from other education policy changes in Indonesia. In particular, the additional uncertainty that arises when education policy frequently changes, it would benefit the additional investigation in order to determine how much these uncertainty education policy bounds impact might vary for different regions in Indonesia.

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