



IJCSE

<https://journals.eduped.org/index.php/ijcse>

E-ISSN 2963-0282

P-ISSN 2963-5993



## Analysis of Basic Education Policies Based on Philosophical, Sociological, Political and Economic Foundations

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DOI: <https://doi.org/10.30880/ijcse.v2i2.318>

Received 10 May 2023; Accepted 15 May 2023; Available online 15 July 2023

**Abstract:** The process of analyzing policy developments against a background of philosophical, sociological, political, and economic foundations will serve as a reference in making policies related to basic education. Education in Indonesia often experiences polemics, which are the result of mistakes in virtue. The policy emerged from government actors. That way, policymakers and stakeholders are expected to be able to think about, describe, and identify policies taken based on philosophical, sociological, political, and economic foundations. This research departs from field observations so that various solutions can be obtained. With various factual data sources as a support in compiling scientific work and obtaining data from scientific literature such as journals and reading books using library research methods. The analysis uses a qualitative research approach, combining data collection techniques with observations in schools and literature studies. Focus on policy development objectives based on philosophical, sociological, political, and economic foundations. Because policies can affect the learning process and the implementation of effective learning, Thus, it is necessary to analyze good educational policies so that noble ideals can be realized in accordance with the mandate of the 1945 Constitution, namely the intellectual life of the nation.

**Keywords:** Philosophical, Sociological, Political, Economic foundations, Basic education policies

### 1. Introduction

Education is a necessity for every human being in a good nation and state. This is in accordance with the mandate of the 1945 Constitution, namely to educate the life of the nation. This means that the progress and quality of a nation will be seen from the progress of its education. This education is very important for every Indonesian citizen. Education is a collective and planned endeavor in creating a learning atmosphere and learning process so that students are able to actively develop their potential to always have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. . The national education system must be able to ensure equal distribution of educational opportunities,(Hermanto, 2020). Basic education as the first level

in the education system has an important role in implementing education for sustainable development.(Hafizah Ghany, 2018).

Education is very important for Indonesian citizens and cannot be separated from human life, Prof. Rupert. C. Lodge stated "in this scene, life is education, and education is life". These words reveal that all life has educational value, because life influences education for a person or society.(Sholihah, 2020). This means that education is expected to be a means of achieving human life goals. This is in accordance with the goals of national education, namely to educate the life of the nation, form a religious, democratic and dignified society, advance civilization and prosper human beings both physically and spiritually.(Sisdiknas, 2022)

Education in Indonesia often experiences polemics resulting from policies. The policy emerged from government actors, as Tilaar and Nugroho revealed that as a strategy, in public policy the political preferences of the actors involved in the policy process, especially in the formulation process, have been summarized. This education policy is the most important part of public policy which will have an impact on the implementation of education nationally.

The development of the world of education in Indonesia is currently experiencing a lot of changes and progress, of course the process of change and progress is heavily influenced by several factors. One of the main factors influencing change is the educational foundation used(Angelika Bule Laughter, 2019). This means that without a foundation, education will not have a strong footing or foundation in sustaining the development of education delivery activities. Therefore, there are many foundations that must be considered for the development and sustainability of educational activities, namely the philosophical, sociological, political, economic and policy bases. This is appropriate(Sholihah, 2020)emphasizes that policy is about a plan, statement of purpose, guarantee contract and written statement both issued by the government, political parties, and others. In line with Risnawan, (2017), policy is a political activity that is carried out deliberately based on wise and directed thoughts carried out by organizations, institutions and government agencies in solving problems to get decisions that are in accordance with the objectives. As citizens who feel the law, then in every aspect of life has its own policy which is used as a guide and guide in carrying out all activities so that the goals are clearer and more directed. This policy also applies to the education system which is called education policy.(Elwijaya et al., 2021)

So based on the description above, researchers will examinepolicy developments in basic education in various regions in Indonesia.

## **2. Research Methods**

This research depart from field observation so as to obtain various solutions, Data are obtained from scientific literature, such as journals and books, utilizing the library study method (library research). The analysis made use of qualitative research methodologies for gathering data, including classroom observations and literature reviews.

## **3. Result and Discussion**

### **3.1. Definitaion Philosophical, sociological, political, and economic foundations**

Dardiri, (2021) said that the philosophical foundation of education is a philosophical assumption that is used as a starting point in the framework of educational study and practice. The role of the philosophical foundation of education is to provide guidelines for what and how education should be carried out. TemporaryJoseph, (2018) states that a philosophical approach to education is an approach to examining and solving educational problems by using philosophical principles. In line with(Nurwindasari et al., 2020) they also say that the philosophical foundation of education is a set of philosophies that are used as the starting point in education. This means that the philosophical foundation of education is actually a system of ideas about education or is translated from a system of general philosophical ideas that is elaborated by a particular philosophical school. The philosophical foundations in Indonesia refer to the schools of humanism, progressivism, sensialism, Reconstructionism, and perennialism, as well as the state philosophy of Pancasila, the 1945 Constitution, and the teachings of Ki Hajar Dewantara. So it can be concluded that the philosophical

basis of education is an idea or way of seeing basic education in the nature of human life that is used as a guide in the implementation of education.

Abdul Rashid, (2018) said that the sociological foundation is where a process of interaction between two individuals, even two generations, allows the younger generation to develop themselves. In line with the sociology of education is a scientific analysis of social processes and patterns of social interaction in the education system. Social behavior is This perspective focuses on the study of interactions between individuals with the concept of social reality," which is an objective reality that is formed through real and empirical individual behavior. Miftahus et al, (2022). Mafdurotul Goliah et al, (2022) Sociology is the study of how people interact with each other, with groups, and with social institutions in society. So the sociological basis is a process of interaction to build good communication between more than one person..

The political foundation is a set of concepts and ideas for determining policies on education. Politics plays a key role in the formulation of an educational policy because it has strong legitimacy to do so. Therefore, the juridical and political foundations are an important part of providing education in addition to being comprehensive with other foundations such as philosophy, history, psychology, sociology, economics, and anthropology. (Saputra et al., 2020). The government, as an education provider, uses legal politics to regulate the implementation itself in order to achieve state goals, one of which is to meet the goals of quality education. (Amedi., et al 2018). This means that politics is ideal and normative for the parties involved in the activities of providing education, so inevitably the parties involved in the process of providing education must comply with existing laws. So it is hoped that the existence of a political foundation in education can provide appropriate and fast policies, especially in lagging regions.

Macroeconomic developments have had a great influence on the education sector. Rashid, (2019) said that progress in macroeconomic development could also have an impact on the emergence of excellent schools that have complete educational facilities because they are financed and owned by mostly wealthy people. Although the policies and programs of this school are not the same as the others, it is hoped that there will be no choices. Accepting students means that prospective students from wherever they come from should be given the opportunity to study at these top schools, and the most important thing is to be able to produce quality graduates who do not deviate from our country's national goals. The economy, or capital, is important in organizing education in Indonesia. This means that the sustainability of all sectors, especially education, cannot be separated from capital or costs. Widiensyah, (2017) explained that investment in education is an investment by way of allocating costs for the implementation of education and taking advantage of the human resources generated through that education. In this context, education is seen as a human learning industry, meaning that through education, it produces human beings who have the abilities and skills that are very necessary for a country's economy to increase individual income and national income.

### **3.2. Development of policies on basic education in various regions**

James E. Anderson defines policy as a series of actions that have a specific purpose and are followed and carried out by an actor or group of actors to solve a particular problem. Policy is the main capital owned by the government to organize people's lives in various aspects of life. (Madjid, 2018). According to (Iqbal et al., 2023) educational policy is a matter of principle to determine the direction and guidelines for the implementation of education in a country. This policy will have an impact on the implementation of education in every educational institution. This means that the policy will have a big impact on the education system in Indonesia. Many educational policies have been born that aim to facilitate education providers and the community to be able to develop education innovatively to achieve national education goals (Junaid, 2016). Education policy is a planned decision determining the direction and guidelines for implementing education in each institution.

### 3.3.Types of policy developments in basic education

#### 3.3. 1 Curriculum changes

Curriculum change is a major government policy for improving the education system in Indonesia. History records that the curriculum that was once in force in Indonesia was (1) the 1947 curriculum (1947 Lesson Plan), which was born during Indonesia's independence; (2) the 1952 curriculum (Decomposed Lesson Plan 1952), which led to a national education system; and (3) the 1964 curriculum (Education Plan 1964). The main ideas of the 1964 curriculum that characterize this curriculum are that the government has a desire for the people to get academic knowledge for provision at the elementary level, so that learning is centered on the Pancawardhana program; (4) the 1968 curriculum; the birth of the 1968 curriculum was political in nature, namely replacing the 1964 Education Plan, which was imaged as a product of the Old Order; (5) the 1975 curriculum The improvement of the 1968 curriculum, which gave birth to the 1975 curriculum, emphasized more effective and efficient education. This curriculum was born due to the influence of concepts in the field of MBO (management by objective) management. Methods, materials, and teaching objectives are detailed in the Instructional System Development Procedure (PPSI), known as the unit of study, namely the lesson plan for each unit of discussion; (6) the 1984 curriculum, a refinement of the 1975 curriculum by positioning students as learning subjects, observing something, grouping, discussing, and reporting. This model is called Student Active Learning (CBSA) or Student Active Learning (SAL); (7) the 1994 Curriculum and 1999 Curriculum Supplements, namely the lesson plan for each unit of discussion; (6) the 1984 Curriculum, a refinement of the 1975 Curriculum by positioning students as learning subjects, observing something, grouping, discussing, and reporting. This model is called Student Active Learning (CBSA) or Student Active Learning (SAL); (7) 1994 Curriculum and 1999 Curriculum Supplements namely the lesson plan for each unit of discussion; (6) The 1984 curriculum, refinement of the 1975 curriculum by positioning students as learning subjects, observing something, grouping, discussing, and reporting. This model is called Student Active Learning (CBSA) or Student Active Learning (SAL); (7) 1994 Curriculum and 1999 Curriculum Supplements, in the 1994 curriculum, the combination of goals and processes was not successful because the student learning load was considered too heavy; (8) According to Curriculum 2004, KBK (Competency-Based Curriculum), a competency-based education program must contain three main elements: selection of appropriate competencies, specification of evaluation indicators to determine success in achieving competence, and development of learning; (9) KTSP Period Curriculum (Study Unit Level Curriculum) 2006, In this curriculum, the central government sets competency standards and basic competencies. (10) Curriculum 2013 is a refinement, modification, and updating of the previous curriculum. This curriculum is a substitute for the KTSP curriculum. The 2013 curriculum has three aspects of assessment: aspects of knowledge, aspects of skills, and aspects of attitude and behavior. (Baderiah, 2018) and even the enactment of an independent curriculum. One of the fundamental reasons for changing the curriculum is the philosophical foundation the The philosophical foundation will be Supplements for improving the curriculum in Indonesia. This means that the change of generations and the develoCurriculumeducation have become the basis for updating the curriculum in Indonesia.

#### 3.3.2 Free education

The government's policy regarding the 9-year compulsory basic education is the government's effort to achieve the goals of national education, and the program shows the local government's attention to education. (Londa, 2022). Not only is compulsory education nine years old, but the government even issued a 12-year compulsory education policy. This policy is the government's strategy for educating the nation's children. The Indonesian government's steps in dealing with the problem of educational equity through the declaration of a 6-year compulsory education program through elementary school (SD) for 6 years, then 9 years of compulsory education through junior high school (SLTP) for 3 years, then the Yogyakarta City Government increases compulsory education 12 years according to the PP on compulsory education that local governments can increase the level of compulsory education programs (Hasanah & West Java, 2017). Giving or providing free education is the government's strategy in educating the nation's children, especially in basic education. Programs providing free education must also be comparable to teacher welfare

programs. This is in accordance with the findings in a study conducted by (Londa, 2022) implementation of free education for elementary school students in Minahasa Regency Southeast have been carried out as aspects of organization, interpretation and application. Improvements that need to be made are that the Education Office needs to propose the formation of teacher recruitment with the status of civil servants or teachers with employment status as government officials with work agreements to meet the needs of the number of class teachers and subject teachers. Relevant agencies and the community are required to carry out the supervisory function in the implementation of free education in elementary schools. It is also necessary to review the assistance program for poor students so that it does not conflict with the Family Hope Program (PKH-Education).

### 3.3.3 zoning policy

The zoning system policy is a policy in the framework of student management that came into force in the 2017–2018 school year. The zoning system is one of the government's effective ways of realizing equal distribution of education quality, which is based on the Admissions of New Students policy by measuring the radius zone where students live for the school they are interested in. (Arditama & Lestari, 2020)

The implementation of the zoning system by the government is actually aimed at equalizing access and quality of education. The perspectives of educational actors, in this case teachers and school principals, regarding zoning include: (1) zoning facilitates access to educational services; (2) zoning equalizes school quality; (3) zoning reduces school quality; (4) zoning is not suitable to be established at the high school level; (5) the zoning system restricts students from choosing schools; (6) zoning policies must be accompanied by equal distribution of educational facilities and infrastructure; and (7) zoning destroys diversity. (Werdiningsih, 2020). The government's policy regarding the zoning system is part of equalizing the quality of education and melting the community's paradigm of favorite schools. The zoning system is regulated in Permendikbud 44/2019 Article 11, which stipulates that PPDB 2020 at the early, elementary, and secondary levels is carried out through four channels, namely zoning, affirmation, transfer of parental or guardian tasks, and achievements.

## CONCLUSION

Education is a collective and planned endeavor in creating a learning atmosphere and learning process so that students are able to actively develop their potential to always have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state. The development of the world of education in Indonesia is currently experiencing a lot of changes and progress. Of course, the process of change and progress is heavily influenced by several factors. As a citizen who feels the law, every aspect of life has its own policy, which is used as a guide in carrying out all activities so that the goals are clearer and more directed.

Several foundations are closely related to education, namely: (1) the philosophical basis of education is an idea or way of seeing basic education from the nature of human life that is used as a guide in the implementation of education. The social foundation is a process of interaction to build good communication between more than one person; the political foundation is a set of concepts and ideas for determining policies on education; and the economic foundation is a set of investments or capital. That is, investment in education is an investment by way of allocating costs for the implementation of education and taking advantage of the human resources generated through that education. In this context, education is seen as a human learning industry, meaning that through education, it produces human beings who have the abilities and skills that are very necessary for a country's economy to increase individual income and national income. Policy developments in basic education include curriculum changes, free education, and zoning systems

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