



DYNAMICS OF EDUCATIONAL POLICY CHANGES: ANALYSIS IN THE CONTEXT OF CURRICULUM DEVELOPMENT

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Abstrak

Penelitian ini mengeksplorasi hubungan yang rumit antara perubahan kebijakan manajemen pendidikan dan pengembangan kurikulum, dengan menyadari sifat ganda dari dampaknya. Sifat dinamis dari konten kurikulum, yang dipengaruhi oleh penyesuaian kebijakan, sangat penting untuk beradaptasi dengan kemajuan masyarakat. Keampuhan perubahan kebijakan dicontohkan oleh kebijakan Merdeka Belajar Kampus Mengajar (MBKM) yang menghadapi tantangan dalam adaptasi kurikulum. Sebaliknya, konsep belajar mandiri terbukti bermanfaat di sekolah dasar, menumbuhkan pengalaman yang bermakna bagi guru dan siswa. Implementasi kebijakan baru menghadirkan tantangan yang berkaitan dengan standar, sumber daya sekolah, kegiatan antar organisasi, karakteristik agen pelaksana, dan kondisi sosial-ekonomi dan politik. Untuk mengatasi tantangan-tantangan tersebut, diperlukan perencanaan yang cermat, kolaborasi, dan pengembangan profesional yang berkelanjutan. Para pembuat kebijakan, pendidik, administrator, dan pemangku kepentingan harus berkolaborasi untuk menciptakan lingkungan yang mendukung para pendidik dalam menghadapi tantangan-tantangan ini, memastikan kebijakan yang ada selaras dengan tujuan pendidikan. Penelitian ini memberikan kontribusi wawasan yang berharga bagi wacana kebijakan manajemen pendidikan dan pengembangan kurikulum, yang bertujuan untuk mendorong sistem pendidikan yang lebih efektif dan responsif.

Kata kunci: Manajemen Pendidikan, Perubahan Kebijakan, Pengembangan Kurikulum

Abstract

This study explores the intricate relationship between educational management policy changes and curriculum development, recognizing the dual nature of their impact. The dynamic nature of curriculum content, influenced by policy adjustments, is essential for adapting to societal advancements. The efficacy of policy changes is exemplified by the Merdeka Belajar Kampus Mengajar (MBKM) policy, facing challenges in curriculum adaptation. Conversely, the concept of independent learning proves beneficial in elementary schools, fostering meaningful experiences for both teachers and students. The implementation of new policies presents challenges related to standards, school resources, inter-organization activities, characteristics of implementing agents, and socio-economic and political conditions. Overcoming these challenges requires meticulous planning, collaboration, and ongoing professional development. Policymakers, educators, administrators, and stakeholders must collaborate to create an environment that supports educators in navigating these challenges, ensuring policies align with educational objectives. This research contributes valuable insights to the discourse on educational management policies and curriculum development, aiming to foster a more effective and responsive education system.

Keywords: Educational Management, Policy Changes, Curriculum Development

1. INTRODUCTION

In the ever-changing realm of education, skillful administration of policies is crucial for molding the course of curriculum evolution. The constantly shifting landscape of educational systems, shaped by societal shifts, technological progress, and global patterns, requires a comprehensive examination of the factors influencing changes in educational management policies. This study aims to scrutinize the nuanced relationship between policy adjustments and their effects on curriculum development, seeking to provide valuable perspectives for the ongoing conversation in the field.

Education stands as a fundamental pillar of societal advancement, necessitating educational systems to adjust in order to address the changing requirements of learners in a swiftly transforming world. Education can improve the quality of the nation, which reflects the quality of a country's human resources. Education is an important indicator that determines the progress of a nation. The school system is an important pillar that supports a larger social system in an order of community life to realize collective ideals.

The foundational principles that mold the framework, content, and delivery of curricula are encapsulated in educational management policies. Education management is the process of managing an educational institution through the management of resources, learning resources, and related topics to help achieve educational goals effectively and efficiently. Education management refers to the structuring of human resources, curriculum, facilities, learning resources, and funds and efforts to achieve the goals of the school institution dynastically. Education management is all the processes of cooperation by utilizing available human and material resources to achieve efficient and effective educational goals.

Throughout time, nations and educational institutions globally have undergone a sequence of policy modifications spurred by elements such as advancements in teaching methodologies, the emergence of new technologies, and the necessity to equip students for an ever-more intricate and interconnected global environment.

Despite the recognized importance of educational management policies in shaping curriculum development, there is a notable gap in understanding the intricate dynamics and resulting implications for educational practices. This research aims to address key challenges, including the need for a comprehensive understanding of how policy changes influence the curriculum development process, assessing the effectiveness of policy changes, and identifying challenges during policy implementation. By doing so, the study seeks to contribute valuable insights to the broader discourse on the interplay between educational management policies and curriculum development.

Previous research has explored various aspects of educational management and curriculum development independently. The aspects of education management that need to be considered cover the entire scope of education management, ranging from curriculum management, student affairs, personnel, school infrastructure, school finance, community relations, school environment, to administration. Aspects of education management include curriculum, education and education personnel, students, facilities and infrastructure, financing, and public relations. The scope of education management includes the areas of curriculum organization, educational equipment, educational media, educational personnel, human relations, and financial or financial funds.

On the other hand, curriculum development includes curriculum planning, curriculum organization, staffing and curriculum control. In curriculum development, there are also principles in curriculum development, namely general principles which include relevance, flexibility, continuity, practicality, effectiveness, and specific

principles which include objectives, content, learning experiences and assessment . There are also sources of curriculum development which include empirical data, experimental data, folklore, and general knowledge of the community .

From several previous studies above, it is found that a comprehensive synthesis of the literature that examines the intricate relationship between policy changes and curriculum development is lacking. Some studies have focused on the aspects of education management, while others have delved into the curriculum development. This research aims to build upon and integrate these existing studies to provide a more holistic understanding of the dynamics involved.

The existing body of literature highlights the need for a more nuanced exploration of the dynamics surrounding educational management policy changes and their implications for curriculum development. The current gap in knowledge necessitates an in-depth investigation into the interconnectedness of policy shifts, curriculum design, and the actual implementation of educational strategies in diverse educational settings.

This research aims to analyze the impact of educational management policy changes on curriculum development, assess the effectiveness of these changes in enhancing curriculum quality, and identify challenges faced by educators during policy implementation. The ultimate goal is to provide recommendations for optimizing the synergy between policy changes and curriculum development, fostering a more effective and responsive education system.

2. METHODS

This research uses qualitative methods. Qualitative method is an approach or research procedure that produces descriptive data both in the form of spoken or written words and observed behavior . Qualitative method is adopted in this study to explore the dynamics of educational management policy changes within the context of curriculum development. The data collection method used is library research. Library research is a data collection system by collecting various reading materials, which are sourced from journals, reference books, teaching materials or monographs . The researcher systematically reviews and analyzes existing literature, including academic journals, books, policy documents, and reports related to educational management, policy changes, and curriculum development. The aim is to synthesize and interpret the existing knowledge and perspectives on the dynamics under investigation.

3. RESULT AND DISCUSSION

Impact of Policy Changes on Curriculum Content

The literature analysis revealed that educational management policy changes significantly influence the content of curricula. Curriculum changes can have both good and bad impacts on the quality of education . This means that not all curriculum changes are necessarily positive or negative. Some changes can improve the quality of education by introducing more effective teaching methods, more relevant content or an emphasis on skills that are more in line with the needs of the times. However, conversely, poorly planned or inadequate curriculum changes can result in negative impacts, such as a decline in the quality of learning or a mismatch with real-world demands. Therefore, it is

important to consider the good and bad impacts and plan curriculum changes carefully in order to improve the overall quality of education.

The curriculum is dynamic and must always be changed and developed in order to keep up with the development and challenges of the times. This means that it is not static or fixed, but is always in the process of change and development. The main reason for making these changes is to ensure that the curriculum can remain relevant and responsive to the developments and challenges of the times. By regularly updating the curriculum, education can integrate the latest developments in knowledge, technology and societal demands into teaching methods. This allows the education system to remain relevant and effective in preparing students to face an ever-changing world. Therefore, the dynamic concept in the curriculum illustrates the need to always adapt to the times in order to provide a comprehensive and relevant education.

In addition, the impact of curriculum change policies on learning in schools where curriculum changes need to be addressed by making it a whip to get better results and be able to compete in the world of education both at the national and international levels. The statement implies that the impact of curriculum change policies on learning in schools can be considered as a driver or motivation. When a curriculum change occurs, it is expected that schools will respond to it by perceiving the change as a "whip" or a push to achieve better results. The aim of this approach is to improve the quality of education and make students competitive in the world of education, both nationally and internationally. By viewing curriculum change as a challenge that can provide the impetus to improve learning standards, schools are expected to adopt strategies and innovations that can maximize the benefits of the change. Curriculum change is therefore considered a tool to encourage schools and students to achieve better performance, in line with the goal of improving the quality of education.

The dual nature of positive and negative outcomes from curriculum modifications underscores the complexity of these changes. While some adjustments can enhance education quality by introducing effective teaching methods and relevant content, poorly conceived changes may lower learning standards and deviate from real-world needs. Therefore, strategic planning of curriculum changes must consider both positive and negative impacts to improve overall education quality. The dynamic nature of the curriculum emphasizes the need for continuous adaptation to societal developments. Regular updates are essential to incorporate the latest knowledge, technology, and societal demands into teaching methods, ensuring the education system remains relevant and effective for evolving student needs. Additionally, the idea that curriculum change policies should act as a motivating force, like a "whip," highlights the importance of schools perceiving these changes as opportunities for improvement and competitiveness at national and international levels. This suggests that embracing curriculum changes as challenges can drive schools to adopt innovative strategies, maximizing the benefits of these alterations as instrumental tools to propel superior performance and advance the overall quality of education.

Efficacy of Policy Changes in Achieving Curriculum Enhancement

Analysis of the literature suggests varying degrees of success in achieving intended outcomes through educational management policy changes. While some policies contribute to positive enhancements in curriculum quality, others may face resistance or encounter unanticipated challenges during implementation. For example, until now, the Merdeka Belajar Kampus Mengajar (MBKM) policy is seen as the right formula, but it is still faced with fatal weaknesses which result in curriculum adaptation in each study program with adjustments to the policy. Analysis of the literature shows that the implementation of MBKM has varying degrees of success in achieving the desired results. Although this policy is considered the right formula, there are fatal flaws that are still faced, especially related to curriculum adaptation in various study programs. Although MBKM aims to give students freedom in determining the course of their education, certain weaknesses arise in the process of curriculum adaptation in each study program. A lack of understanding or inadequate handling of this policy can hinder the achievement of optimal results. Therefore, better adjustments and improvements are needed in the implementation of MBKM, focusing on the aspect of curriculum adaptation, to ensure greater success in achieving the desired educational goals.

On the other hand, the concept of independent learning is very suitable for learning in elementary schools, especially in relation to curriculum simplification, the role of teachers, implementation of planning and learning processes. Freedom of learning helps primary school teachers and students not be shackled in the learning process but rather achieve happiness because humans encounter the meaningfulness of life in learning. This statement conveys that the concept of independent learning is specifically very suitable to be applied in learning in elementary schools. There are several aspects that support this suitability, including in the context of curriculum simplification, the role of teachers, planning implementation, and the learning process. In the context of curriculum simplification, the concept of independent learning allows for a reduction in curriculum load, enabling a focus on essential and relevant material. In addition, this concept also has a positive impact on the role of teachers, giving teachers the freedom to manage learning creatively and innovatively. It also creates an atmosphere where teachers and students can achieve happiness in the teaching-learning process, through self-empowerment and the search for the meaning of life in the learning process. Therefore, the application of the concept of independent learning in elementary schools is considered to have a positive impact in creating meaningful and satisfying learning experiences for teachers and students.

The analysis of literature highlights diverse outcomes in the effectiveness of educational management policy changes. While some policies contribute positively to curriculum quality enhancement, others encounter challenges during implementation. The Merdeka Belajar Kampus Mengajar (MBKM) policy, considered an appropriate formula, faces fatal weaknesses affecting curriculum adaptation in various study programs. Despite its aim to grant students educational freedom, certain weaknesses in curriculum adaptation hinder

optimal outcomes. To address this, there is a crucial need for improved adjustments, particularly in curriculum adaptation, to ensure the success of MBKM in achieving educational goals. Conversely, the concept of independent learning proves highly suitable for elementary schools, particularly in terms of curriculum simplification, teacher roles, and the learning process. This approach fosters an environment where teachers and students experience happiness in the pursuit of meaningful learning, emphasizing the positive impact of the concept in creating satisfying educational experiences for both teachers and students.

Challenges and Barriers in Policy Implementation

The literature identifies a range of challenges and barriers faced by educators during the implementation of new educational management policies. Challenges and barriers faced by educators during the implementation of new educational management policies are:

1. Standards and Goals

Establishing clear educational standards and goals is critical for policy implementation. This involves the meticulous definition of learning outcomes, assessment criteria, and overall educational objectives. Challenges arise when standards are ambiguous or misaligned with the intended goals, causing confusion among educators. It requires detailed planning, collaboration, and effective communication to ensure that educators understand and can effectively work towards the set standards and goals. The continuous monitoring and evaluation of these standards are also crucial for successful implementation.

2. School Resources

Adequate school resources are vital for implementing new policies. This encompasses financial resources, teaching materials, technological infrastructure, and well-qualified personnel. Challenges emerge when schools face budgetary constraints, bureaucratic hurdles, or lack essential resources, hindering educators' ability to execute policies effectively. Resource allocation and strategic planning become crucial in overcoming these challenges. Collaborative efforts between educators, administrators, and policymakers are necessary to address resource-related barriers and ensure a conducive learning environment.

3. Inter-organization and Accreditation Activities

Collaborative efforts between educational organizations and adherence to accreditation standards are intricate aspects of policy implementation. Educators may face challenges in navigating these complex relationships, coordinating activities with external bodies, and ensuring compliance with accreditation criteria. Successful policy implementation requires effective communication, coordination, and a thorough understanding of the accreditation process. It involves fostering partnerships between educational institutions, accrediting bodies, and relevant stakeholders. Professional development programs can equip educators with the skills needed to navigate these interactions and ensure alignment with accreditation requirements.

4. Characteristics of Implementing Agents

The success of policy implementation is heavily influenced by the characteristics of the individuals executing the policies. Educators need

appropriate training, professional development opportunities, and support to effectively implement new policies. Challenges may arise if educators lack the necessary skills, knowledge, or motivation. Addressing these challenges involves investing in ongoing professional development, fostering a positive attitude toward change, and providing the necessary resources. Additionally, creating a culture that encourages collaboration and innovation among educators can enhance the implementation process.

5. Social, Economic, and Political Conditions

External factors such as socio-economic and political conditions significantly impact educational policy implementation. Educators may encounter challenges if policies do not consider the broader societal context. Economic constraints, political instability, or social issues can impede the smooth execution of educational policies. Adapting policies to fit within the existing socio-economic and political landscape becomes crucial for successful implementation. Engaging with policymakers, advocacy groups, and the community can help educators navigate these external challenges and create policies that are responsive to the diverse needs of students and society.

The effective implementation of new educational management policies is a complex endeavor marked by numerous challenges and barriers faced by educators. Clear establishment of educational standards and goals, adequate allocation of school resources, navigating inter-organization and accreditation activities, addressing the characteristics of implementing agents, and accounting for social, economic, and political conditions are all pivotal components of successful policy execution. Overcoming these challenges necessitates meticulous planning, collaboration, ongoing professional development, and a keen understanding of the broader societal context. Policymakers, educators, administrators, and relevant stakeholders must work collaboratively to foster an environment that supports educators in navigating these challenges, ensuring that policies align with educational objectives, and ultimately enhancing the overall effectiveness of educational systems.

4. CONCLUSION AND SUGGESTIONS

In conclusion, this study examined how educational management policy changes impact curriculum development, revealing a dual nature with positive and negative effects on content and quality. While well-planned changes enhance education, inadequacies can lead to a decline in standards. The dynamic nature of curriculum development highlights the need for continuous adaptation to societal advancements. The efficacy of policy changes varies, as seen in the Merdeka Belajar Kampus Mengajar (MBKM) policy, facing fatal weaknesses. Conversely, independent learning benefits elementary schools, providing meaningful experiences. Addressing challenges in policy implementation, from clear standards to societal factors, requires meticulous planning and collaboration. Policymakers, educators, administrators, and stakeholders must collaborate to create a supportive environment, ensuring policies align with objectives. Future studies could explore strategies for policy implementation,

successful curriculum adaptation, and innovative approaches for continuous alignment. This research contributes valuable insights to the discourse on the interplay between educational management policies and curriculum development, aiming to foster a more effective and responsive education system.

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