

Educational Innovation Policy Transformation Strategy to Improve Teacher Competency in Facing Globalization Challenges

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Abstract

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This study discusses strategies for the transformation of educational innovation policies to improve teachers' competencies in facing globalization challenges. Globalization has a significant impact on the education system, requiring policies that promote the development of education quality, particularly in enhancing teachers' skills and competencies. The study finds that educational innovation policies should focus on continuous professional development, integration of technology in learning, and collaboration between the government, schools, and communities. Moreover, strengthening a competency-based curriculum is essential to prepare teachers for the demands of an ever-evolving globalized world. The findings of this study are expected to contribute to the design of relevant and adaptive education policies in response to changing times.

Keywords:

Policy Transformation, Educational Innovation, Teacher Competencies

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A. Introduction

As is known, society in general knows that the quality of national education is now lagging behind other nations, including neighboring countries. This is a big start to improve and increase the quality of national quality education.

From here, the transition to improving reputation and at least national education led to the agenda of various opportunities and regulations to adapt education nationally. With this, we will begin to understand the national regulations for achieving an educational reputation, which we want to start maximizing standardized test trials to adjust the quality of educational reputation throughout the continent. Even though it is seen as something that leads to encouraging results such as accelerating the achievement of

qualitative educational targets. However, there are also many undesirable results in achieving national education.

Educational standards are a reference for the minimum values that are used as a basis for the educational process. This educational standard has a central and very significant position. Meanwhile, the curriculum is related to the process of ongoing learning activities, starting from the planned objectives, the processes carried out, and the final part includes evaluation after the objectives and processes have been carried out. Apart from that, assessment is an assessment activity that provides a reference for improving learning in an institution or school agency. From this, the Curriculum and Assessment Standards Agency, as a renewal of the National Education Standards Agency, has the position of organizing and compiling standards, curriculum and assessments in the management process in the bookkeeping system.¹

Currently, it can be witnessed that some education has been moderated in order to pass the test, but it is not aimed at growing moral and civilized people. Today's education starts with procedures, methods, systems, creating humans in the form of robots and only responding to what is directed. For this reason, people should be deployed to their abilities but be lured by an absolute system.

B. Theoretical Framework

1. National Education Standards Virtue Theory

According to the Oxford dictionary, this policy means a plan of activities or a statement of ideal goals. Policy terms (*policy*) often associated with wisdom (*wisdom*). However, these two terms actually

¹ Leon Andretti Abdillah, "Learning Process and Assessment Standards (Permenristekdikti No. 44 of 2015 concerning National Higher Education Standards)," *Weekly Monday Briefing*, 18 April 2016, <http://eprints.binadarma.ac.id/2791/>.

have different meanings. The main basis underlying a policy is considerations of reason, while wisdom places more emphasis on artistic factors and mistakes. With regard to educational policies governing the lives of fellow human beings. This shows the social aspect of human existence.²

According to Yoyon Bahtiar Irianto, "policies are all actions that the government wants to carry out or do not need to be planned in a policy to achieve the goals to be achieved through government programs."³

Regarding "the National Education Standards policy is written in Government Regulation No. 19 of 2005. This regulation is a description of Law No. 20 of 2003 concerning the National Education System. Along with the use of the 2013 curriculum, this policy was changed to Government Regulation No. 32 of 2013 concerning Amendments to Government Regulation No. 19 of 2005 concerning National Education Standards."⁴

To support the achievement of National Education Standards, 'a body called the National Education Standards Agency, abbreviated as BSNP, is formed, which is an independent and independent body which is obliged to innovate, adapt the implementation of education, and assess National Education Standards.'⁵

a. Coverage of National Education Standards and Models

“According to Dr.⁶

² Nanang Fattah, *Education Policy Analysis* (Bandung: PT Teen Rosdakarya, 2013) 67.

³ Yoyon Bahtiar Irianto, *Educational Reform Policy: concepts, theories and models* (Jakarta: Rajawali Press., 2011) 56.

⁴ H. A. R. Tillard, *National Education Standardization: A Critical Review* 77.

⁵ M. Sukardjo & Ukim Komarudin, *Foundations of Education: Concepts and Applications* (Jakarta: Rajawali Press., 2012) 44.

⁶ Muhammad Kosim, *Introduction to Educational Science* (Surabaya: Pena salsabila, 2013) 85.

- 1) "Competency skills graduate standards, are graduate skills qualifications which include attitudes, knowledge and skills." *This graduate competency standard policy is contained in the Minister of National Education Regulation No. 23 of 2006 concerning Graduate Competency Standards for primary and secondary education units."*

Description of passing "*The Minister of National Education Regulation is included in the attachment to the Minister of National Education Regulation No. 23 of 2006 dated 23 May 2006, which is written in the competency standards for graduates of educational units consisting of elementary/mi/sdlb/paket(a), smp/mts./smplb/paket(b), sma/ma/smalb/paket(c) smk/mak*"

Competency standards for graduates of educational units are developed based on the objectives of each educational unit, namely:

- a) "Basic education which includes SD/MI/SDLB/Package A and SMP/MTs./SMPLB/Package B aims to lay the foundation of intelligence, knowledge, personality, noble morals, as well as skills for living independently and pursuing further education."
- b) "Secondary education, which includes SMA/MA.SMALB/Package C, aims to improve intelligence, knowledge, personality, noble morals, as well as skills for living independently and pursuing further education."
- c) "Vocational secondary education, which includes SMK/MAK, aims to improve intelligence, knowledge, personality, noble morals, as well as skills for living independently and pursuing further education in accordance with one's vocation."

⁷ Attachment to Regulation of the Minister of National Education No. 23 of 2006 concerning National Competency Standards (SKL) 342.

- 2) "Content standards are the scope of material and level of competency of graduates, study material competencies, subject competencies and learning syllabi that must be met by students at certain levels and types of education."
- 3) "Process standards, namely national education standards relating to the implementation of learning in educational units to achieve graduate competency standards."

"In government regulation No. 19 of 2005, article 19 paragraph 1, it is stated that the learning process in educational units is carried out in an interactive, inspiring, fun, challenging manner, motivates students to participate actively, and provides sufficient space for initiative, creativity and independence in accordance with the students' talents, interests and physical and psychological development. It is further emphasized in article 20 that a teacher plans the learning process including learning objectives, teaching materials, learning methods, learning resources and assessment of learning outcomes."⁸

- 4) "Standards for educators and education personnel are the criteria for pre-service education and physical and mental suitability, as well as in-service education."

"Government Regulation No. 19 of 2005 article 28 paragraph 1 emphasizes that teachers must have academic expertise and competence as a learning center, be physically and spiritually healthy and have the ability to realize national education".⁹

The teacher's duty as a center of learning is emphasized in article 28 verse 3 which reads that teachers as centers of learning

⁸ Saiful Arif, *Teacher professional ethics* (Surabaya: Pena Salsabila, 2014).

⁹ Faridah Alawiyah, "National Standards for Primary and Secondary Education," *Aspiration: Journal of Social Issues* 8, no. 1 (28 June 2017):81-92-92, <https://doi.org/10.46807/aspirations.v8i1.1256>.

from elementary to secondary education and early childhood education must hold a number of competencies, as follows: mastery of pedagogy, mastery of personality, professional mastery, and social mastery".¹⁰

- 5) Sapras standards are national educational supports that combine with qualifications regarding sports venues, study rooms, places of worship, libraries, laboratories, with other learning resources needed to review the learning process, including mastery of information and communication technology."¹¹

The reputation of a school is very much based on infrastructure, namely facilities and infrastructure. *"It is through this that the government regulates through government regulation No. 19 of 2005, especially in chapter VII article 42 paragraph 1 which recommends that every educational unit must have complete facilities to support an orderly and sustainable learning process."*¹²

"Then article 2 also states that every educational unit is required to have complete infrastructure, such as the space needed in school institutions, other places needed to support an orderly and continuous learning process."¹³

- 6) "Management standards are national education standards relating to the planning, implementation and supervision of educational

¹⁰ "National Standards for Primary and Secondary Education | Alawiyah | Aspiration: Journal of Social Problems," accessed November 10, 2022, <https://jurnal.dpr.go.id/index.php/aspirasi/article/view/1256>.

¹¹ "Analysis of the Implementation of 8 National Education Standards at SMP Negeri 2 Dolopo, Madiun Regency | Cahyono | Assets: Journal of Accounting and Education," accessed November 10, 2022, <http://e-journal.unipma.ac.id/index.php/assets/article/view/684>.

¹² Susilo Bambang Yudhoyono, *Government regulation no. 19 of 2005 concerning National Education Standards: Chapter IX Financing Standards* (Jakarta: President of the Republic of Indonesia, 2005) 44-45.

¹³ Meni Handayani, "Achieving National Education Standards Based on High School Accreditation Results in Dki Jakarta Province," *Journal of Education and Culture* 1 (2016): 24.

activities at the education unit, district/city, provincial or national level in order to achieve efficiency and effectiveness in the implementation of education."¹⁴

- 7) Financing standards are standards that regulate the components and amount of funding for educational unit operations that are valid for one year.¹⁵

Education financing as stated "in government regulation No. 19 of 2005, specifically in chapter IX article 62 consists of":

- a) Education unit investment costs include funding for the provision of facilities and infrastructure, human resource development, and fixed working capital (paragraph 2)
- b) Personal costs as referred to above include educational costs that must be paid by students to be able to participate in the learning process regularly and continuously (paragraph 3).
- c) Educational unit operating costs include: Salaries of educators and educational staff as well as all allowances attached to salaries, consumable educational materials or equipment, and indirect educational operating costs in the form of power, water, telecommunications services, maintenance of facilities and infrastructure, overtime pay, transportation, consumption, taxes, insurance, and so on.

¹⁴ Sabar Budi Raharjo, "Contribution of Eight National Education Standards to Learning Achievement," *Journal of Education and Culture* 20, no. 4 (18 Desember 2014): 470-82, <https://doi.org/10.24832/jpnk.v20i4.160>.

¹⁵ "Study of National Education Standards for Sma Batik 1 Surakarta | Wulandari | INKURI: Science Education Journal," accessed November 10, 2022, <https://jurnal.uns.ac.id/inkuri/article/view/41559>.

- a. "Educational assessment standards are national education standards relating to mechanisms, procedures and instruments for assessing student learning outcomes."¹⁶
- 8) *"Education assessment standards are included in government regulation no. 19 of 2005, especially in chapter X article 63 which is detailed in each paragraph as follows":*
- a) Educational assessment at primary and secondary education levels consists of:
- Assessment of learning outcomes by educators
 - Assessment of learning outcomes by educational units
 - Assessment of learning outcomes by the government
- b) Educational assessment at the higher education level consists of:
- Assessment of learning outcomes by educators
 - Assessment of learning outcomes by higher education units.

Educational assessment at the higher education level as referred to in paragraph (2) is regulated by each tertiary institution in accordance with applicable laws and regulations.

C. Research methods

The author uses the method used is the writing method used is a literature review or literature study (*library research*). The library study writing method is a method used in scientific work as a way to compile scientific work through data analysis from related journals and books. Data collection techniques use manual and digital techniques. The sources or references taken are related journals and books.

D. Research result

1. The National Education Standards Agency Innovates to Become a Standards, Curriculum and Assessment Agency.

¹⁶ Abdillah, "Learning Process and Assessment Standards (Permenristekdikti No. 44 of 2015 concerning National Higher Education Standards)."

Educational standards are a reference for the minimum values that are used as a basis for the educational process. This educational standard has a central and very significant position. Meanwhile, the curriculum is related to the process of ongoing learning activities, starting from the planned objectives, the processes carried out, and the final part includes evaluation after the objectives and processes have been carried out. Apart from that, assessment is an assessment activity that provides a reference for improving learning in an institution or school agency.¹⁷ From this, the Curriculum and Assessment Standards Agency, as a renewal of the National Education Standards Agency, has the position of organizing and compiling standards, curriculum and assessments in the management process in the bookkeeping system.¹⁸

Several aspects are the basis for these standards, curriculum and assessments as updates from the National Education Standards Agency, including the following aspects:¹⁹

- a. Develop policies in the field of educational standards
The duties and authority that have previously been in the hands of the National Education Standards Agency have now shifted their role to its reforming role, namely the curriculum standards and education assessment body.²⁰
- b. Develop technical policies in the field of curriculum and educational assessment and manage the bookkeeping system. Has an important

¹⁷ Eka Lenggang Dianasari et al., "Implementation of Karimun SLBN Education Management Standards," *Mind Journal* 2, no. 2 (30 April 2021): 99–103, <https://doi.org/10.51742/mindafkip.v2i2.329>.

¹⁸ Sayful Amrin, "Implementation of National Standard School Management," *Expectations: Journal of Economic Education* 2, no. 2 (11 September 2017): 102–9.

¹⁹ Anisa Nur Rahmawati et al., "Abolition Policy of the National Education Standards Agency (BSNP) | Rahmawati | AL-MUADDIB: Journal of Educational Studies," accessed November 10, 2022, <https://doi.org/10.46773/muaddib.v4i2.410>.

²⁰ "Achievement of National Education Standards in Senior High Schools | Journal of Education and Culture," accessed November 13, 2022, <http://jurnaldikbud.kemdikbud.go.id/index.php/jpnk/article/view/1457>.

role in evaluating, developing curriculum which is of course based on the needs of the school and community and also carrying out learning activities carried out in educational institutions or agencies. one of which is as a starting point for implementing the National Assessment through AKM (minimum competency assessment), learning environment surveys and minimum competency assessments which are generally government community policies.²¹

- c. Carry out development, guidance and supervision in the book preparation system. In this case, the standards body has an important role in developing learning and teaching materials, related to what references are used as references in teaching and learning, as well as developing literacy skills. In this aspect, it is hoped that a wider range of teaching materials or reading materials will be created. Apart from that, it is also easily accessible for all students or those who need teaching materials both offline and online.

From these reforms, it is hoped that the creation of better educational goals will be realized, with the existence of standards bodies or institutions, curricula and educational assessments that can be an improvement in the quality of education in this country.

"Government regulation No. 4 of 2022 concerning national education standards which was ratified on January 12 2022 as a replacement for the previous government regulation, namely government regulation Number 57 of 2021"

"The government has changed the national education standards again. These changes are contained in government regulation number 4

²¹ Miftahul Ulum, "National Education Standards Policy," *Syaikhuna: Journal of Islamic Education and Institutions* 11, no. 1 (28 March 2020): 105–16, <https://doi.org/10.36835/syaikhuna.v11i1.3845>.

of 2022 concerning government amendments number 57 of 2021 concerning national education standards that apply in Indonesia."

These changes to government regulations have perfected previous government regulations, including problems with the content of Pancasila education and higher education curricula which are more aligned and in accordance with existing higher education laws.

"This government regulation states that Law No. 20 of 2003 concerning national education standards has mandated that the position of Pancasila is not only one of the foundations in the implementation of national education, but must actually be integrated into the component of the implementation of national education, namely the curriculum."²²

So currently the curriculum content for primary and secondary education is required to include religious education, Pancasila education, citizenship education, language, mathematics, social sciences, arts and culture, physical education and sports, vocational skills, as well as local content.

Changes and additions in PP Number 4 of 2022 are related to Early Childhood Education (PAUD), including Article 5 which was changed to more or less make the standard of competency for graduates at the PAUD level the standard for the level of achievement of children's development at an early age.²³

Regulations through standardization bodies guarantee and quality control of education need to be balanced with accreditation

²² Endang Poerwanti, "National Education Standards Agency (Bsnp) Assessment Standards," T.T., 43.

²³ Moh Sholeh, "Critical Study of National Education Standards (SNP)," *AL-TANZIM: Journal of Islamic Education Management* 1, no. 1 (January 15, 2017): 36–55, <https://doi.org/10.33650/al-tanzim.v1i1.26>.

mechanisms that are in accordance with the provisions of statutory regulations.

Several provisions in government regulation no. 57 of 2021 concerning National Education Standards (*State Gazette of the Republic of Indonesia 2021 Number 87, additional State Gazette of the Republic of Indonesia number 6676*) changed to the following:²⁴

Between articles 1 and 2, one article has been inserted, namely article 1A, so that it reads as follows:

Article 1A, National Education Standards Based on Pancasila, the 1945 Constitution of the Republic of Indonesia, the Unitary State of the Republic of Indonesia, and Bhinneka Tunggal Ika.

The provisions of verse (21 article 5 are changed so that article 5 reads as follows:

Article 5: Competency standards for graduates in early childhood education are standards for the level of achievement of early childhood development.

Standards for the level of achievement of early childhood development as referred to in paragraph (1) are aimed at aspects of children's development which include: religious and moral values, Pancasila values, physical motor, cognitive, language and social emotional.

The provisions of article 6 are changed, so that article 6 reads as follows:

The competency standards for graduates in educational units at the basic education level are focused on preparing students to become members of society by cultivating character in accordance with Pancasila values and

²⁴ "Vol. 1 No. 1 (2021): Adiba: Journal of Education | Adiba: Journal of Education," Accessed November 13, 2022, <https://adisampublisher.org/index.php/adiba/issue/view/1>.

developing students' literacy and numeracy competencies to participate in further education.

Competency standards for graduates in educational units at the general secondary education level are aimed at preparing students to become members of society who believe and are devoted to God Almighty and have noble morals, cultivating character in accordance with Pancasila values, knowledge to increase students' competence so they can live independently and participate in further education.

Government regulation no. 4 of 2022 concerning national education standards is a new regulation for policy makers regarding national education standards to improve the quality of education in Indonesia.

E. Conclusion

Effective educational innovation policies must be able to respond to globalization challenges by prioritizing the improvement of teachers' competencies through continuous professional development, the integration of technology in learning, and strengthening competency-based curricula. With the transformation of policies that support the development of teachers' competencies, education in Indonesia will be better prepared to face the changes of the times and produce more optimal outcomes for future generations. Solid collaboration between the government, educational institutions, and communities is essential to realizing effective and relevant policies.

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