

# Educational Policy Analysis of Challenges and Strategies in Decision Making at Tri Martani Public Elementary School

Suarna, I. K.\*, Suriani, N. K., Fitriyani, Ariyani, & Handayani, W.

Islamic University of Kalimantan Muhammad Arsyad Al Banjari, Banjarmasin, INDONESIA

\*Corresponding Author: [i.ketut47259@admin.sd.belajar.id](mailto:i.ketut47259@admin.sd.belajar.id)

**To Cite This Article:** Suarna, I. K., Suriani, N. K., Fitriyani, Ariyani, & Handayani, W. (2025). Educational Policy Analysis of Challenges and Strategies in Decision Making at Tri Martani Public Elementary School. *ICCCM Journal of Social Sciences and Humanities*, 4(Special Issue), 37–43. <https://doi.org/10.53797/icccmjssh.v4isp.7.2025>

**Received** 15 September 2025, **Revised** 29 September 2025, **Accepted** 10 October 2025, **Available online** 25 October 2025

**Abstract:** Educational Policy Analysis is a procedure for producing data information (educational problems) to formulate several policy alternatives in decision making and solving educational problems. According to (Azhari & Kurniady, 2016), the quality of education can be analyzed from various components, both in terms of input (students, educators, curriculum, and infrastructure), learning process, output (learning outcomes), and outcome (graduate contribution to society). Thus, the success of educational policies is highly dependent on the ability of educational units to respond and implement policies strategically and contextually. In the world of education, policy is a key element that influences the quality and direction of development of the education system. In the context of education policy, this means that policy makers must be realistic and flexible in designing policies that can be implemented amidst limited resources and data. The research uses qualitative methods. The form of activity can be in the form of collecting, processing and utilizing data in the field of education for important input for policy makers. The results of the study showed education policy can help SD Negeri Tri Martani improve the quality of decision making and achieve better education goals. Therefore, it is necessary to make continuous efforts to improve education policy analysis and develop effective strategies in education policy decision making at SD Negeri Tri Martani.

**Keywords:** Policy, education, decision making

## 1. Introduction

Policy Analysis (Education) is the application of analysis in the field of education to explain, assess, and produce thoughts (alternative solutions) in order to solve public problems as a form of decision-making process in the field of education. Education Policy Analysis is a procedure for producing data information (problems in the field of education) to formulate several policy alternatives in decision-making and solving educational problems. The form of activity can be in the form of collecting, processing and utilizing data in the field of education for important input for policy makers.

According to (Nurdin, 2015) every citizen has the same right to obtain quality education, as mandated in Article 5 of the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System. This mandate emphasizes that the state is obliged to organize a national education system that is able to guarantee equal opportunities, improve quality, and the relevance of education according to the needs of the community. Quality education is not only a right, but also an important requirement in realizing the goals of national development, namely to educate the nation's life and form Indonesian people who are highly competitive.

In an effort to ensure the quality of education, the government issued Government Regulation Number 19 of 2005 concerning National Education Standards (SNP). In this regulation, eight education standards are set that must be met by each education unit as a measure of the success of education implementation, which include: content standards, processes, graduate competencies, educators and education personnel, facilities and infrastructure, management, financing, and education assessment. Based on (Mujahidin et al., 2021) to support the implementation of SNP consistently, the National Education Standards Agency (BNSP) was also formed as an independent institution tasked with determining and developing criteria for achieving national education standards.

However, the reality on the ground shows that the implementation of national education policies still faces various challenges. (Azhari & Kurniady, 2016) stated that the main challenges in organizing education include issues of equity, relevance, efficiency, and quality of education. These challenges become more complex when education policies are

implemented directly at the level of educational units, such as elementary schools, without comprehensively considering the social, cultural, economic, and geographical contexts of each region.

According to (Azhari & Kurniady, 2016), the quality of education can be analyzed from various components, both from the input side (students, educators, curriculum, and facilities), learning process, output (learning outcomes), and outcome (graduate contribution to society). Thus, the success of education policy is highly dependent on the ability of education units to respond and implement policies strategically and contextually.

In this context, SD Negeri Tri Martani is one of the representatives of elementary education units that face challenges in translating national education policies into managerial and pedagogical practices. Schools located in areas with certain characteristics such as limited human resources, limited infrastructure, and less than optimal environmental support must be able to adapt and develop effective strategies in making the right decisions to ensure the continuity and quality of education.

According to (Mahardhani, 2016) decision-making at the school level, especially by the principal and management team, is key in determining how national policies can be implemented effectively. Principals are required not only to understand the contents of the policy, but also to have the ability to analyze policies, think strategically, and be able to involve all school stakeholders in the decision-making process. In practice, there is often a mismatch between top-down policies and real conditions in the field, so adaptation, innovation, and appropriate implementation strategies are needed.

From what is revealed above, a study was conducted with the title Analysis of Educational Policy Against Challenges and Strategies in Decision Making at Tri Martani Elementary School, to identify the challenges faced and the decision-making strategies used by the school in responding to the policy. This study is expected to contribute to understanding the dynamics of the implementation of educational policies at the elementary level, as well as being input for policy makers in formulating more contextual and applicable policies.

## 2. Formulation of the Problem

- a. What are the challenges faced in decision making regarding education policy?
- b. What is an effective strategy in decision making regarding education policy?
- c. What are the factors that influence the success of education policies in facing challenges and changes?
- d. How can education policy analysis help improve the quality of decision-making in education?

## 3. Research Purpose

- a. Identifying and describing the challenges faced in making educational policy decisions at Tri Martani State Elementary School
- b. Analyzing effective strategies in making educational policy decisions at the elementary education unit level
- c. Examining the factors that influence the success of implementing educational policies in facing challenges and changes in the educational environment
- d. Analyze how educational policy analysis approaches can be used to improve the quality of decision-making processes in the field of education.

## 4. Literature Review

Policy is a concept and strategy that is realized in actions with the aim of solving various problems and creating welfare. Policies can be categorized into regulation, distribution, and procedural. In formulating a policy, identifying the problem is the first thing that must be done before formulating the right concept and theory to be applied. (Anderson, 1992), describes policy as a series of purposeful actions that must be carried out and adhered to by those who make and implement them when a problem occurs and must be resolved.

(Hadiyanto et al., 2018) explains that educational policy is judgment, derived from some system of values and some assessment of situational factors that operates within institutionalized education as a general plan for guiding decision regarding means of attaining desired educational objectives. This means that educational policy is an assessment resulting from several value systems and situational factors that operate within education itself which are usually institutionalized as a general plan to guide decisions regarding means of achieving desired educational goals.

According to (Hadiyanto et al., 2018) the characteristics of education policy include the following: (a) the policy is made by the state/institution related to the executive, judiciary and legislature, (b) Policies are intended to regulate communal life, (c) Managing common problems. Education policies are often heard, implemented, but often not fully understood.

Educational policy analysis is a systematic science and practice that is compiled in order to understand the substance of educational policy, so that the problems that will be answered by the policy and the problems that are likely to arise as a result of the implementation of the educational policy itself are clearly known (Hadiyanto et al., 2018). Educational policy analysis certainly does not merely analyze educational data and information, but also pays attention to all aspects related to the policy-making process, starting from problem analysis, information collection, determining alternatives, to conveying these alternatives to decision makers about education.

Yeshandis a thing or object that inspires determination to improve the ability to overcome problems. Exemplified as a stimulus to work harder and so on. Based on (Khaeruman et al., 2024) challenges are things or objects that need to be overcome. Strategy, in a business context, can be defined as a comprehensive approach to achieving organizational goals. It involves a thorough analysis of the internal and external environment, identification of opportunities and threats, and effective allocation of resources to achieve competitive advantage. Strategy is not just about what you want to achieve, but also about how you are going to achieve it, taking into account any constraints and challenges that may arise. Decision making is the process of choosing an action (among various alternatives) to achieve a goal or several goals (Krantz & Kunreuther, 2007). (1) Decision making is very important in our daily lives. (2) Good decisions can increase efficiency, productivity, and satisfaction, while bad decisions can cause losses and dissatisfaction.

The goals and strategies of the principal's leadership in an institution in order to carry out his role and function as a manager, the principal must have the right strategy to empower educational and teaching staff through cooperation or cooperation as a form of implementing his responsibilities, including:

- a. Providing opportunities for educational staff to improve their profession and encouraging the involvement of all educational staff in various activities that support school programs.
- b. Empowering educational staff through cooperation or cooperation means that in improving the professionalism of educational staff in schools, the principal must prioritize cooperation with educational staff and other related parties in carrying out each activity.
- c. Giving opportunities to educational staff to improve their profession, as a manager the principal must improve their profession persuasively and from the heart.
- d. Encouraging the involvement of all educational staff means that the principal must strive to encourage the involvement of all educational staff in every activity at school (participatory).
- e. The principal must be able to bring about changes in the attitudes, behavior, and intellectuals of students in accordance with educational goals. A principal as a leader will be the center of attention, meaning that all views will be directed to the principal as a person who represents school life wherever, and on any occasion. Therefore, the appearance of a principal must always maintain its integrity, always be trusted, respected in terms of attitude, behavior and actions (representing).
- f. The principal is essentially a source of enthusiasm for teachers, staff and students. Therefore, the principal must always raise the spirit, confidence of teachers, staff and students, so that they accept and understand the school's goals enthusiastically, work responsibly towards achieving the school's goals (inspiring).

Types of Decision Making:

- 1) Programmed decision making: This type of decision making involves an automatic response to predetermined policies. Repetitive and routine (operational) problems can be solved by this type of decision making. The big challenge for an analyst is to know these types of decisions and provide or provide methods for implementing programmed decision making anywhere. In order for the decision making to be clearly defined and stated. Once this can be done, the next job is to develop an algorithm for making routine and automatic decisions. In most organizations there are opportunities to implement programmed decision making because many decisions are made according to standard operating procedures (operational) which are routine in nature. The effect of implementing programmed (operational) decision making is to free up management for more important tasks. For example: ordering decisions, debt collection decisions, etc.
- 2) Non-programmed decision making Indicates the process related to ill-defined problems, future and/or strategic problems. In other words, this type of decision making includes decision-making processes to answer problems that are poorly defined, unclear, uncertain, and unpredictable. These problems are generally complex, only a few parameters are known and most of the known parameters are probabilistic, conditions.

In the world of education, policy is a key element that influences the quality and direction of the development of the education system. Understanding the challenges and strategies in making educational policy decisions is essential to ensure that the policy can be implemented effectively and responsively to the needs of society.

Jean Piaget, a developmental psychologist, argued that education should be tailored to the stage of cognitive development of students. In the context of educational policy, this means designing a curriculum that is appropriate to the cognitive abilities of students at each stage of development. This policy helps ensure that learning is effective and efficient.

Based on the above opinion, it can be explained that educational policy is important in designing a curriculum that pays attention to student development according to their cognitive development stage. Existing policies are expected to help monitor and determine clearly that learning can take place effectively and efficiently.

Herbert Simon proposed a theory of decision-making that focuses on the concept of \*bounded rationality\*. According to Simon, decision-makers often have to work within limited information and time, so that the decisions taken tend to be adequate, not optimal. In the context of education policy, this means that policy makers must be realistic and flexible in designing policies that can be implemented amidst limited resources and data.

Based on the theory above, it can be explained that by understanding the theory, education policy makers can be better at formulating strategies that face challenges and making decisions that support improving the quality of education effectively and inclusively. Therefore, the policy becomes relevant according to the times.

In the context of education policy, experts often provide in-depth perspectives on challenges and strategies relevant to the decision-making process.

a. Challenges in Education Policy

1) Digital Divide

Education policy experts stress that the digital divide is a significant challenge, especially in today's digital age. Many regions still experience limited access to technology and the internet, which can hinder the learning process.

2) Social and Economic Change

Rapid changes in social and economic aspects require education systems to be able to adapt to evolving needs. However, education policies often lag behind in responding to these changes.

3) Teacher Capacity Building

Equipping teachers with relevant skills and knowledge is a major challenge. Experts highlight that continuous training and professional development for teachers is essential to improving the quality of education.

b. Strategy in Decision Making

1) Innovating in Learning

Education policy experts recommend implementing innovative approaches to learning, including the use of educational technology, to improve student engagement and learning outcomes.

2) Local Empowerment

Involving local communities in decision-making for education can ensure that policies are implemented according to local needs and contexts. It also strengthens shared responsibility in education.

3) Continuous Monitoring and Evaluation

According to Michael Quinn Patton, policy monitoring and evaluation are crucial elements in ensuring the effectiveness and relevance of public policies. Patton emphasizes that evaluations must be use-based, meaning that evaluation results must be considered and applied in improving policies.

Based on the above opinion, it can be concluded that the importance of a flexible and results-oriented approach, which can make a significant contribution in increasing the effectiveness of public policy. Another important strategy is continuous monitoring and evaluation of policies that have been implemented. This allows for adjustments and improvements to policies based on the results and feedback obtained.

## 5. Research Methodology

### 5.1 Research Methods

This study will describe and examine the problems related to the Analysis of Educational Policy Against Challenges and Strategies in Decision Making at Tri Martani Elementary School. This type of research is compiled based on the type of qualitative research, a descriptive analysis approach, namely using a narrative description of a subject's thought process according to the problem being studied. This means that the data collected is mostly in the form of words and does not emphasize data in the form of numbers (Sugiyono, 2013).

Research methods Qualitative is a study that uses methods, steps, and procedures that involve more data and information obtained through respondents as subjects who can express their own answers and feelings to get a holistic overview of something being studied. Based on (Sari et al., 2024) which states that the definition of a qualitative research method is a process of inquiry (questions/investigations) regarding the understanding of something to obtain data, information, texts of respondents' views using various methodologies in a social or humanitarian problem or phenomenon. The data obtained from the research will later be used to describe and illustrate the Education Policy Regarding Challenges and Strategies in Decision Making at Tri Martani State Elementary School.

### 5.2 Data and Data Sources

This study, the type of data that has been excavated is data or information and descriptions that are related to the objectives or objects of research that are in accordance with the focus of this study. There are two types of data that researchers will examine in this study, namely primary data and secondary data. Primary data is data that is obtained directly either in verbal form or through the behavior of research subjects with interview techniques. In this primary data extraction, there are several relevant informants to be used as sources. Among others:

- a. Headmaster
- b. Teacher
- c. School committee
- d. Learners
- e. Parents of Students

While secondary data is a collection of data obtained from indirect sources, such as documents, books, research results, reports and so on which aim to complement primary data. In this study, the secondary data needed are documents, articles, research results, and photos related to the purpose of this study.

### 5.3 Research Instruments

Qualitative research that becomes an instrument or research tool is the researcher himself. Therefore, the researcher as an instrument must also be "validated" to what extent the qualitative researcher is ready to conduct research that then goes into the field. Validation of the researcher as an instrument includes validation of the understanding of qualitative research methods, mastery of insight into the field being studied, the researcher's readiness to enter the research object, both academically and logistically (Handoko et al., 2024).

To obtain as much and in-depth data as possible during field research activities at Tri Martani Elementary School, the researcher was present directly at the research location. In this case, the researcher acted as the main instrument in data collection and was present to find data that was directly or indirectly related to the problem being studied. The role as an instrument and data collector was realized by the researcher being directly at the research location.

## 6. Results and Discussion

Basic education management is an important foundation in national development, and SD Negeri Tri Martani as one of the basic education institutions has a strategic role in shaping a quality future generation. However, in the process of making educational policy decisions, SD Negeri Tri Martani is not free from various challenges that require appropriate policy analysis to improve the quality of education. In this journal, we will discuss the analysis of educational policy on challenges and strategies in decision making at SD Negeri Tri Martani, with the aim of improving the quality of education and achieving better educational goals.

### 6.1 The Following are some of the challenges faced in making educational policy decisions at Tri Martani State Elementary School and the solutions that can be explained

#### 6.1.1 Limited Resources

- a. Challenges: Budget, workforce, and infrastructure constraints can limit schools' ability to implement effective education policies.
- b. Solution: Optimize existing resources, look for alternative resources, and increase the efficiency of resource use.

#### 6.1.2 Different Interest

- a. Challenges: Different interests between stakeholders, such as government, schools, teachers, students, and parents, can cause conflict and difficulties in making educational policy decisions
- b. Solution: Improve communication and collaboration between stakeholders, and consider the interests of all parties in the decision-making process.

#### 6.1.3 Teacher and Parent Involvement

- a. Challenge: Ineffective teacher and parent engagement can lead to irrelevant or ineffective education policies
- b. Solution: Increase teacher and parent involvement in the education policy decision-making process, and provide necessary training and support.

#### 6.1.4 Data and Information Limitations

- a. Challenge: Limited accurate and relevant data and information can lead to ineffective education policy decision-making.
- b. Solution: Develop effective data collection and analysis systems, and improve access to relevant information.

#### 6.1.5 Resistance to Change

- a. Challenges: Resistance to change from teachers, school staff, or other stakeholders can cause difficulties in implementing education policies.
- b. Solution: Increase communication and awareness about the importance of change, and provide the necessary training and support to improve the capabilities of teachers and school staff.

#### 6.1.6 Capacity Limitations

- a. Challenges: Limited school capacity in implementing education policies can cause difficulties in achieving education goals.
- b. Solution: Increase school capacity through training and development of teacher and school staff skills, and increase access to necessary resources

### 6.2 The following are some factors that influence the success of education policies in facing challenges and changes at Tri Martani State Elementary School

#### 6.2.1 Effective Leadership

Effective leadership can influence the success of educational policies by providing a clear vision, mission and direction. Effective leadership can also motivate and inspire teachers, school staff, and students to achieve educational goals.

#### 6.2.2 Stakeholder Engagement

Effective stakeholder engagement can influence the success of education policies by ensuring that they are relevant and effective. Stakeholder involvement can also increase community support and commitment to education policies.

#### 6.2.3 Flexibility and Adaptability

The flexibility and adaptability of education policies can influence the success of these policies in facing challenges and changes. Flexible and adaptive education policies can be adjusted to the changing needs of students, teachers and schools.

#### 6.2.4 Adequate Resources

Adequate resources can influence the success of education policies by ensuring that they can be implemented effectively. Adequate resources including adequate budget, manpower, and infrastructure.

#### 6.2.5 Effective Evaluation and Monitoring

Effective evaluation and monitoring can influence the success of education policies by ensuring that they are effective and relevant. Evaluation and monitoring can also help identify areas for improvement and make necessary adjustments

#### 6.2.6 Effective Communication

Effective communication can influence the success of education policies by ensuring that all stakeholders understand the policy and can implement it effectively. Effective communication can also help increase public awareness and support for education policies.

#### 6.2.7 Teacher Capacity and Competence

Teacher capacity and competence can influence the success of education policies by ensuring that teachers can implement these policies effectively. Teacher capacity and competence can also influence the quality of learning and student achievement

### 6.3 Educational policy analysis can help improve the quality of decision-making at Tri Martani Elementary School in the field of education in several ways

- a. Identifying Needs and Priorities: Education policy analysis can help identify needs and priorities in the field of education, so that decision makers can make more appropriate and effective decisions.
- b. Evaluating Policy Effectiveness: Education policy analysis can help evaluate the effectiveness of existing education policies, so that decision makers can make necessary adjustments to improve the quality of education.
- c. Identifying Alternative Solutions: Education policy analysis can help identify alternative solutions to education problems, so that decision makers can choose the most effective and efficient solutions.
- d. Increasing Transparency and Accountability: Education policy analysis can help increase transparency and accountability in the decision-making process, so that decision makers can be more responsible and effective.
- e. Developing Evidence-Based Policies: Education policy analysis can help develop evidence-based policies, so that decision makers can make more informed and effective decisions based on accurate data and information.
- f. Improving the Quality of Decision Making: Education policy analysis can help improve the quality of decision making by providing accurate and relevant information, so that decision makers can make more informed and effective decisions.

## 7. Conclusion

Based on the results of research related to the analysis of educational policies on challenges and strategies in decision making at Tri Martani State Elementary School, it can be concluded that:

- b. Educational policy analysis is very important in improving the quality of decision making at Tri Martani State Elementary School.
- c. The challenges faced by Tri Martani State Elementary School in making educational policy decisions can be overcome with the right strategies, such as increasing stakeholder involvement, developing evidence-based policies, and increasing the capacity of teachers and school staff.
- d. Effective strategies in making educational policy decisions at Tri Martani Elementary School include improving communication and collaboration between stakeholders, developing flexible and adaptive policies, and improving evaluation and monitoring of educational policies.

Thus, education policy analysis can help SD Negeri Tri Martani improve the quality of decision-making and achieve better educational goals. Therefore, it is necessary to make continuous efforts to improve education policy analysis and develop effective strategies in education policy decision-making at SD Negeri Tri Martani.

## Acknowledgement

The authors would like to thank the fellow authors and organizations whose intellectual properties were utilized for this study.

## Conflict of Interest

The authors declare no conflicts of interest.

## References

- Azhari, U. L., & Kurniady, D. A. (2016). Manajemen pembiayaan pendidikan, fasilitas pembelajaran, dan mutu sekolah. *Jurnal Administrasi Pendidikan*, 13(2).
- ANDERSON, J. E. (1992). Public.
- Hadiyanto, H., Syahril, S., Arwildayanto, A., & Sumar, W. T. (2019, April). Development of university classroom climate inventory. In *International Conference on Educational Sciences and Teacher Profession (ICETeP 2018)* (pp. 346-350). Atlantis Press.

- Handoko, Y., Wijaya, H. A., & Lestari, A. (2024). *Metode Penelitian Kualitatif Panduan Praktis untuk Penelitian Administrasi Pendidikan*. PT. Sonpedia Publishing Indonesia.
- Khaeruman, K., Mukhlis, A., Bahits, A., & Tabroni, T. (2024). Strategi Perencanaan Sumber Daya Manusia Untuk Meningkatkan Kinerja Organisasi. *Jurnal Riset Bisnis dan Manajemen Tirtayasa*, 7(1), 41-50.
- Krantz, D. H., & Kunreuther, H. C. (2007). Goals and plans in decision making. *Judgment and Decision making*, 2(3), 137-168.
- Mahardhani, A. J. (2016). Kepemimpinan ideal kepala sekolah. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 3(2), 1-4.
- Mujahidin, E., Nurhayati, I., Hafidhuddin, D., Bahrudin, E., & Endri, E. (2021). Importance performance analysis model for implementation in National Education Standards (SNPs). *Academic Journal of Interdisciplinary Studies*, 10(5), 114-114.
- Nurdin, E. S. (2015). The Policies on Civic Education in Developing National Character in Indonesia. *International Education Studies*, 8(8), 199-209.
- Sari, M. N., Abdillah, L. A., Asmarany, A. I., Rakhmawati, I., Pattiasina, P. J., Kusnadi, I. H., ... & Hadikusumo, R. A. (2024). *Metode Penelitian Kualitatif (Konsep & Aplikasi)*. Mega Press Nusantara.
- Sugiyono, S. (2013). *Educational Research Methods: Quantitative, Qualitative, and R & D Approaches*. Bandung: Alfabeta.