

Strategies for Implementing Education Policies in Improving Quality in SD Negeri 2 Kersik Putih

Aliansyah, M. *, Marwati, Dahliana, Hasanah, N. & Andayani, L.

Universitas Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin, Kalimantan Selatan, INDONESIA

*Corresponding Author: muhammad.aliansyah87@gmail.com

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Abstract: The purpose of this study is to describe (1) the strategy of implementing education policy in improving the quality in SD Negeri 2 Kersik Putih, (2) the factors that affect the implementation of the policy, and (3) the model of policy implementation implemented in SD Negeri 2 Kersik Putih. This type of research is descriptive with a qualitative approach. The research subjects consisted of principals and teachers. Data were collected through observation, interviews, and documentation, and analyzed using Miles and Hubberman's interactive analysis model. The validity of the data was tested through triangulation of techniques and sources. The results of the study show that (1) the policy implementation strategy is carried out through strengthening school management, improving teacher competence, and integrating Islamic values, with the short-term goal of improving the quality of learning and long-term producing superior generations. (2) Factors influencing policy implementation include clear communication, availability of resources, positive disposition of teachers and staff, and efficient organizational structure. (3) The policy implementation model used is a combination of direct and intuitive models, with clear steps and periodic evaluation.

Keywords: Implementation, education policy, education quality

1. Introduction

Education has a very important role in improving the quality of superior human resources and being able to compete in the era of progress of the times (Dung, 2021). The ideal educational goal requires seriousness in building self-reliance and empowerment, which in turn supports the progress of education in the future. Education is not only an important element in creating quality human resources, but it also has a great impact in various areas of life, such as social, economic, political, and cultural (Tri, 2022). Therefore, the education sector has a significant influence on the image of a nation.

In Indonesia, there are various problems related to education, one of which is the low quality of education and the limited availability of adequate facilities and facilities (Pramana et al., 2021). However, the government's commitment to improving the quality of education remains consistent. Various programs that have been implemented give hope for improving the quality of education in Indonesia. To achieve the desired educational goals, it is necessary to implement quality education. Good education will produce a quality young generation as well, which will ultimately support better human resource development (Cong, 2025). To build a developed nation, the existence of quality human resources is very important, so education plays a very vital role. In this context, schools are expected to produce qualified and superior graduates.

The application of decentralization in education management gives schools the freedom to manage and determine policies without relying too much on a centralised bureaucratic system (Patrinos & Fasih, 2009). Therefore, to deal with the changes brought about by decentralization, a strategy based on independence through School-Based Management (SBM) is needed. With school autonomy, schools can determine policies that are in accordance with the needs of the local community (stakeholders) to increase the participation of schools and communities in education management. This is expected to improve the implementation of education and improve the quality of graduates.

Each school has different ways and strategies for managing education, depending on the conditions of students and the surrounding environment. As expressed by Arcaro (Dwiningrum, 2011: 90-91), improving the quality of a school

must begin with a mutual agreement between all actors in the school, including principals, teachers, school boards, administration, students, and the school community. A shared commitment to make improvements and improve the quality of schools is essential to achieve this.

Rohman (2009) also explained that the policies implemented often arise from problems that exist in education, especially when there is a gap between the ideal goal (*das sollen*) and the existing reality (*das sein*). Education policies are taken with the aim of reducing these gaps and bringing the ideal world closer to the existing reality. However, policy implementation is often faced with various challenges. Therefore, the chosen policy alternatives must be well implemented. Problems that arise in the implementation of policies can be considered different by each party. Sometimes, problems that one party considers as an obstacle may actually benefit the other party. Policy implementation is also related to the power, interests, and strategies used by the actors (Arifin, 2021).

If the policy is not implemented immediately, the success rate cannot be clearly known. Policies that are only stored in archives will not have a positive impact. Van Meter and Van Horn, as quoted by Rohman (2009), explain that policy implementation is all actions taken by individuals or groups that are authorized, both government and private parties, to achieve the policy goals that have been set. These actions seek to transform policy decisions into operational and sustainable actions, as well as realize changes, both large and small, in accordance with the policy mandate that has been set.

2. Research Methods

This research is a descriptive qualitative research, which is a type of research through in-depth observation or the findings are not obtained through statistical procedures or other forms of calculation. The qualitative approach also attaches importance to the meaning, reasoning, definition of a certain situation or in a certain context that examines more things related to daily life (Abdullah & Saebani, 2014: 75).

The method in this study uses descriptive qualitative analysis. Qualitative research is carried out to build knowledge through understanding and discovery, so that it is expected to reveal a variety of information that is thorough and meaningful, but also does not reject quantitative information in the form of numbers. The information obtained by the author in qualitative research, the data collected is not numbers, but in the form of words or images. The data in question comes from interviews, field notes, personal documents and others.

The meaning of descriptive qualitative is research on the symptoms and circumstances currently experienced by the subject to be studied. This type of research is used because the data to be collected is a process, not a product. Qualitative descriptive research is a formulation of problems that guides research to explore or photograph social situations that will be studied comprehensively, broadly and deeply.

3. Results and Discussion

3.1 Education Policy Implementation Strategy at SD Negeri 2 Kersik Putih

According to Haryati et al. (2021), strategy is defined as a method or approach applied to ensure quality, both in evaluating process quality and product quality. This strategy can refer to the content or aspects that are the main focus, and are directed to achieve quality goals or national education standards targets within a certain period of time. The strategy includes two main dimensions, namely a) a short-term strategy designed for 5 years and b) a long-term strategy that covers a 15-year period.

Strategy is the ability to manage available resources with the goal of achieving set goals effectively and efficiently. This strategy involves setting long-term goals for an organization, as well as the steps that need to be taken to achieve these goals, supported by the allocation of existing resources so that the desired results can be achieved optimally (Irene, 2011:98). Astuti et al. (2017) explained that policy implementation is not only limited to the process of translating political decisions into procedures bureaucracy that is routine, but also involves a conflict aspect, namely about who gets what in the policy. The implementation of these policies is even more important, and perhaps more crucial, than the policy-making process itself.

According to (Rohman, 2009), policy implementation is intended as a total of actions taken by individual officials or government or private groups directed at achieving predetermined policy objectives, namely actions that are momentary efforts to transform decisions into operational terms, as well as continuous efforts to achieve major and small changes mandated by policy decisions. Based on the results of research conducted by researchers at SD Negeri 2 Kersik Putih, the strategy for implementing education policies at SD Negeri 2 Kersik Putih is carried out through strengthening school management, improving teacher competence, and integrating Islamic values in all learning activities. Strengthening management is realized through a structured division of tasks and the involvement of all parties, including teachers, students, and parents, in supporting the designed policies.

Teachers are routinely given training to develop competencies, especially in the use of innovative learning methods that are in accordance with the times. Islamic values are at the core of every education policy, applied both through religious subjects and daily habituation activities, such as HR programs, dhuha prayers, congregational prayers, and moral development. Evaluation of the policy is carried out periodically to ensure that the programs run in accordance with the school's vision. In the short term, the strategy aims to improve the quality of the learning process and students'

academic results. Meanwhile, in the long term, policies are directed to produce a generation that excels intellectually and has an Islamic character, so that they are able to compete at the national and global levels.

Therefore, it can be concluded that the policy implementation strategy is a way to manage resources to implement a policy that comes from an individual or government group in the form of a policy decision so that the policy can be realized or implemented to achieve the predetermined educational goals

3.2 Factors Affecting Policy Implementation at SD Negeri 2 Kersik Putih

According to Jovita (2017), the success of policy implementation will be determined by many variables or factors, and each of these variables is interrelated with each other. Here is one of the implementation theories (Jovita, 2017).

- a. George C. Edwards III's Theory (1980)
In Edwards III's view, policy implementation is influenced by four variables, namely:
 - 1) communication
 - 2) resources
 - 3) disposition
 - 4) bureaucratic structure.
- b. Communication
Successful policy implementation requires that implementers know what to do. What are the goals and objectives of the policy should be transmitted to the target group so that it will reduce implementation distortions. If the goals and objectives of a policy are not clear or even unknown at all by the target group is likely to be resistance from the target group.
- c. Resource
Although the content of the policy has been communicated clearly and consistently, if the implementer lacks the resources to implement it, the implementation will not run effectively. These resources can be in the form of human resources, namely implementer competence, and financial resources. Resources are an important factor for effective policy implementation.
- d. Disposition
Disposition is a disposition or characteristic possessed by the implementer, such as commitment, honesty, democratic nature. If the implementer has a good disposition, then he will be able to carry out the policy well as desired by the policymaker. When the implementer has a different attitude or perspective from the policymaker, the policy implementation process also becomes ineffective.
- e. Organizational Structure
The organizational structure in charge of implementing policies has a significant influence on policy implementation. One of the important structural aspects of any organization is the existence of standard operating procedures (SOPs). SOPs are a guideline for each implementer in acting. Organizational structures that are too long will tend to weaken supervision and lead to red-tape, which is a complicated and complex bureaucratic procedure. This in turn causes the organization's activities to be inflexible.

Based on the results of research that has been conducted by researchers at SD Negeri 2 Kersik Putih, the factors that affect the implementation of policies at SD Negeri 2 Kersik Putih can be seen from several things, both supportive and inhibiting. First, clear communication between schools, teachers, and students is essential so that policies can be well understood. Although there have been efforts to convey policies through meetings or announcements, sometimes there are still students or parents who do not understand the policy, which can lead to misunderstandings or rejections. Second, resources such as teacher abilities and available facilities also affect policy implementation. Although schools strive to improve the quality of teachers through training, lack of funds and facilities often hinders policies from being implemented optimally. Third, the disposition or attitude of teachers and staff is also important. There are teachers who support and implement policies well, but there are also those who feel burdened or disagree, which can hinder the implementation of policies. Finally, although the organizational structure at SD Negeri 2 Kersik Putih is quite clear, complicated procedures or long bureaucracy sometimes hinder the policy implementation process.

It can be concluded that the implementation of policies at SD Negeri 2 Kersik Putih is influenced by clear communication, sufficient resources, positive attitudes from teachers and staff, and an efficient organizational structure. Despite challenges, such as limited resources and uneven understanding, ongoing efforts to improve quality and coordination in schools can support successful policy implementation.

3.3 Model of Implementation of Education Policy in Quality Improvement at SD Negeri 2 Kersik Putih

An education policy implementation model can be an idea, outline, diagram or numerical condition, which is used to clarify, clarify, and estimate the components of a state of instructive problems to be corrected by submitting proposals and development activities to address dubious problems and catch the public's eye. The model can also go through an increase in the truth of the reality discussed (Asmad Hanisy, 2013). The fundamental capacity of the model here is to make it easier to clarify ideas. In certain instances, the model relies on a hypothesis.

There are two models of effective education policy implementation, namely the direct model and the intuitive model (Lambelanova, 2016). The direct model in strategy implementation is a significant dynamic stage, while the stages of implementing a regular approach are quite prominent to note because they are seen as the obligations of different meetings. The achievement of strategy execution depends mainly on the ability of the implementing unit. In the event that the implementation of the arrangement fails, it is often the agent (executive) who is accused, because it is considered necessary to take responsibility, so it is considered important to make better efforts to establish the boundaries of the organization's organization.

Meanwhile, the smart strategy implementation model is seen as a unique cycle, arguing that each meeting involved with strategy implementation can propose changes in different stages of implementation. With the aim of the possibilities, qualities and shortcomings of each period. Execution can be quickly recognized and improved to achieve those goals. Meanwhile, based on the results of research that has been conducted by researchers, the Model of Implementation of Education Policy in Quality Improvement at SD Negeri 2 Kersik Putih, schools combine two ways of implementing education policies to improve quality. First, at SD Negeri 2 Kersik Putih uses a direct approach, where every policy is implemented with clear and orderly steps. For example, schools provide training to teachers, ensure that the right teaching methods are applied, and conduct regular monitoring so that the desired goals are achieved. In addition, SD Negeri 2 Kersik Putih also uses a more flexible approach by conducting periodic evaluations of the policies implemented. If there are things that are less effective, repairs are made immediately. In this way, SD Negeri 2 Kersik Putih can more quickly adjust to changes and continue to improve the quality of education.

4. Conclusion

It can be concluded that the implementation strategy of education policy at SD Negeri 2 Kersik Putih is carried out by strengthening school management, improving teacher competence, and integrating Islamic values in every learning activity. Through these measures, schools strive to create quality learning both in the short term to improve students' academic results, and in the long term to form a generation that excels intellectually and has Islamic character. Policy evaluations are carried out periodically to ensure the achievement of the school's vision in accordance with national education standards.

Factors that affect the implementation of policies at SD Negeri 2 Kersik Putih include clear communication, adequate resources, positive disposition of teachers and staff, and an efficient organizational structure. Despite some challenges, such as limited resources and uneven understanding, efforts continue to be made to improve the quality of education through a direct and flexible approach. With an implementation model that combines the two, schools can adapt to changes and continuously improve the quality of education to achieve the desired goals.

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Conflict of Interest

The authors declare no conflicts of interest.

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