



9 YEAR BASIC EDUCATION POLICY

KEBIJAKAN PENDIDIKAN DASAR 9 TAHUN

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Abstract

This article examines the 9-year basic education policy in Indonesia, which is an implementation of the 1945 Constitution to guarantee the right to education for all citizens. This policy aims to improve access and quality of education, improve the life of the nation, and create quality human resources. The review includes the history of the policy, starting from Law No. 4 of 1950 to the launch of the program by President Soeharto in 1984, as well as the influence of political interests and the modernization of Islamic education in the National Education System Law. The implementation of the policy involves a shared responsibility between the government, parents, and the community. Although it has been running, challenges such as low awareness of education and family economic conditions are still obstacles. Therefore, collaborative efforts and adequate funding are needed to ensure the provision of quality basic education, as well as open alternative education pathways. Sustainable policies such as the 12-year compulsory education program are expected to strengthen the foundation of education and increase access for future generations

Keywords : Basic Education Policy, Compulsory Education, Implementation of Basic Education

Abstrak

Artikel ini mengkaji kebijakan pendidikan dasar 9 tahun di Indonesia, yang merupakan implementasi dari UUD 1945 untuk menjamin hak pendidikan bagi seluruh warga negara. Kebijakan ini bertujuan meningkatkan akses dan kualitas pendidikan, mencerdaskan kehidupan bangsa, serta menciptakan sumber daya manusia yang berkualitas. Tinjauan meliputi sejarah kebijakan, mulai dari UU No. 4 tahun 1950 hingga peluncuran program oleh Presiden Soeharto pada tahun 1984, serta pengaruh kepentingan politik dan modernisasi pendidikan Islam dalam UU Sisdiknas. Implementasi kebijakan melibatkan tanggung jawab bersama antara pemerintah, orangtua, dan masyarakat. meskipun telah berjalan, tantangan seperti rendahnya kesadaran pendidikan dan kondisi ekonomi keluarga masih menjadi hambatan. Oleh karena



itu, diperlakukan upaya kolaboratif dan pendanaan yang memadai untuk memastikan penyelenggaraan pendidikan dasar yang berkualitas, serta membuka jalur pendidikan alternatif. Kebijakan berkelanjutan seperti program wajib belajar 12 tahun diharapkan dapat memperkuat fondasi pendidikan dan meningkatkan akses bagi generasi mendatang

Kata Kunci : Kebijakan Pendidikan Dasar, Wajib Belajar, Implementasi Pendidikan

1. INTRODUCTION

Education is a crucial area that can lead a nation towards improvement or vice versa. In education, there are many government policies to support the improvement of the education system. (Wulan Sari & Khoiri, 2023) Education is a basic right for every citizen of the Republic of Indonesia, as mandated by the 1945 Constitution. Public policy is often understood as decisions that directly regulate the management and distribution of natural resources, finances and human resources. Viewed from the process, public policy is interpreted as the fruit of the creation of synergy of agreements even between various ideas, theories, ideologies, and interests that represent the system. Therefore, policy is an instrument for taking action in certain fields such as regulating public facilities, transportation, education, health, welfare, and others. which are considered to have a positive impact. Policy is also a formal written rule made by an organization or group with the hope or purpose of creating values based on agreements or applicable norms with the aim of mutual progress without causing new problems. (M Teguh Saefuddin, 2024)

Education is important to improve knowledge, skills, and morals in the era of globalization. The 9-year compulsory education program is an implementation of the 1945 Constitution which guarantees the right to education for all. By increasing the compulsory education age from 6 to 9 years, students can be more mature, open up wider learning opportunities, and increase their role. (Cahyaningsih, 2016) Compulsory education is a minimum education program that must be followed by Indonesian citizens, regulated by the government. Basic education includes SD, MI, SMP, and MTs (PP No. 47 of 2008). Research shows that the 9-year compulsory education policy is running well. The government is trying to educate the nation and improve the quality of education to produce quality human resources. Government Regulation No. 47 of 2004 requires all citizens to undertake 9 years of compulsory basic education. (Khoirul Syani, 2017) Levels of education are stages of education that are determined based on the level of development of students, the goals to be achieved and the abilities developed. The levels of school education consist of basic education, secondary education and higher education. (Hakim, 2016)

Education is a vital aspect that can drive the progress of the nation and is a basic right of every Indonesian citizen, according to the mandate of the 1945 Constitution. Public policies in education, such as the 9-year compulsory education program, aim to improve access and quality of education and create quality human resources. By extending compulsory education from 6 to 9 years, students are expected to be able to develop knowledge and skills optimally. This policy, which is regulated by the government through government regulation No. 47 of 2004, shows a commitment to improving the life of the nation and guaranteeing the right to education for all



2. RESEARCH METHOD

The method used in this study is a literature study or library research. According to Arikunto, literature studies are conducted by reading library sources to obtain the necessary data. (Asmuni, 2020) literature studies or literature reviews (literature research) used in this study aim to examine knowledge, ideas, and findings obtained from literature with an academic orientation. (Damayanti, 2019) the method of obtaining data in this literature study is carried out by collecting library data that is considered relevant to the research, namely from library information in the form of journals, books, articles and so on. Using a literature study approach to examine the 9-year basic education policy in Indonesia. Data was collected from various sources, including; Legislative documents; 1945 Constitution, Law No. 4/1950, Law No. 12/1954, National Education System Law No. 2 of 1989, National Education System Law No. 20 of 2003, Presidential Decree No. 1 of 1994, PP RI No. 47 of 2008, and Legislation No. 48 of 2008. Scientific Journal Articles; articles relevant to education policy, 9-year compulsory education, and its implementation in Indonesia. Government Books and Publications; Sources that provide information on the history, objectives, and implementation of education policy in Indonesia.

3. EDUCATION POLICY IN INDONESIA

In this Policy is often interpreted etymologically as polis which means city, policy concerns the idea of regulation and is a formal pattern that is mutually accepted by the government or an institution. Abidin explains that policy is "a government decision that is general in nature and applies to all members of society." (M Teguh Saefuddin, 2024) The function of education policy is very important in regulating and improving a country's education system. Through education policy, clear standards are set to ensure the quality of education that is equitable and relevant to all students. (M Teguh Saefuddin1, 2024) According to Weihrich and Koontz (1993) that policy is a tool to cleanse the heart or hope that encourages, initiative but within limitations. (Ngurah Partha et al., 2022)

In national policy, it is emphasized that national character building is a basic need in the process of nation and state. Since the beginning of independence, the Indonesian nation has been determined to make national character building an important ingredient and inseparable from national development. (Agustian, 2022) the legal basis for character education development, namely: 1. The 1945 Constitution 2. Law No. 20 of 2003 concerning the National Education System 3. Government Regulation No. 19 of 2005 concerning National Education Standards; 4. Regulation of the Minister of National Education No. 39 of 2008 concerning Student Development 5. Regulation of the Minister of National Education No. 22 of 2006 concerning Content Standards 6. Regulation of the Minister of National Education No. 23 of 2006 concerning Graduate Competency Standards 7. National Medium-Term Government Plan 2010-2014 8. Renstra Kemendiknas 2010-2014 9. Resentra Directorate of Junior High School Development 2010-2014. (Asmani 2011)(Sukri Agustian, 2022)

Law Number 20 of 2003 concerning the National Education System (Sisdiknas) states that national education aims to develop abilities and shape the character and civilization of a dignified nation, to educate the nation's life, and to develop the potential of students to become human beings who believe, are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Maulida Rizka Yulianti1, 2024) The 9-year compulsory education program is a program implemented by the government in realizing the fulfillment of children's rights to get the opportunity to learn at the basic education level and has been determined for all children



aged 7-15 years without distinguishing between race, ethnicity, religion, and culture. (Nyompa & Nurlaely Syam, 2018) Education is regulated in Article 31 of the 1945 Constitution of the Republic of Indonesia which states;

- 1) Every citizen has the right to receive education.
- 2) Every citizen is required to attend basic education and the government is required to finance it.
- 3) The government endeavors and organizes a national education system that increases faith and piety as well as noble morals in order to educate the nation's life which is regulated by law.
- 4) The state prioritizes the education budget of at least twenty percent of the state revenue and expenditure budget and of the regional revenue and expenditure budget to meet the needs of organizing national education.

The nine-year compulsory education program is touted as one of the gradual successes for the government in improving human resources in Indonesia. (Wulan Sari & Khoiri, 2023) Based on Government Regulation of the Republic of Indonesia Number 47 of 2008 concerning Compulsory Education, Article 1 paragraph (1) "Compulsory education is a minimum education program that must be followed by Indonesian citizens under the responsibility of the government and regional governments". (Irza Adya Sugardha, 2018) This program requires every Indonesian citizen to attend school for 9 years at the basic education level, namely from grade 1 of Elementary School (SD) or Madrasah Ibtidaiyah (MI) to grade 9 of Middle School 253 Journal of Educational Administration Vol. XXV No. 2 October 2018 First (SMP) or Madrasah Tsanawiyah (MTs), or other equivalent forms. And if the regional government has issued a policy on the implementation of 12 years of compulsory education, then each region requires every citizen to complete their education up to high school or equivalent. (Irza Adya Sugardha, 2018) Wardiman Djoyonegoro stated that 9 years of basic education can directly support the basic functions of education, namely:

1. Enlightening the life of the nation because it is intended for all citizens without distinguishing between groups, religions, ethnicities, and socio-economic status
2. Preparing industrial workers through the development of basic abilities and skills for learning, and can support the creation of equal opportunities for further vocational and professional education.
3. Fostering mastery of science and technology to be able to expand the selection mechanism for all students who have extraordinary abilities

4. HISTORY AND BACKGROUND OF THE POLICY

The compulsory education program in Indonesia began in 1950 with Law No. 4/1950 and Law No. 12/1954, which regulates compulsory education for children aged 8-14 years. However, this program was hampered by political turmoil. The compulsory education movement as part of national development began in Pelita IV. On National Education Day, May 2, 1984, President Soeharto officially launched this program, which focused on children aged 7-12 years and was limited to elementary school level. Two main problems prompted the government to immediately implement this program: there were still many children aged 7-12 who had not attended school or had dropped out of school, with around 2 million children neglected in 1983, and around 1.5 million children had not attended school when the program was launched in 1984. (Sri Luthfiah Intan Kusumawati, 2012)

Islamic education policies during the New Order were influenced by political interests, in addition to the influence of the modernization of Islamic education and the dichotomous



tendency of Islamic education. the government issued Law on the National Education System No. 2 of 1989. The law includes provisions on all paths and types of education, including types of education, professional education, vocational education and religious education. So that Law No. 2 of 1989 is a formal forum for the integration of the Islamic education system into the national education system. then revised Law on the National Education System No. 2 of 1989 on the grounds that the law was no longer in accordance with the development of the times. So that when the 2003 National Education System Law was drafted, Muslims felt called to express their appreciation to defend the interests of Muslims, especially the Islamic education system which had so far received little attention. The issuance of the National Education System Law No. 20 of 2003 was the first step in educational reform in Indonesia, especially Islamic education. (Masnu'ah et al., 2022) The 9-year compulsory education policy is an old policy that still exists today. When examined from a historical perspective, this policy began during the Long-term annual program stage 1. This PJPT 1 stage was then considered the basis for development and development as well as social and economic transformation because many development programs began to be held optimally. On May 2, 1984, the compulsory education program began to be echoed. In his speech, President Soeharto said that the government was providing opportunities for children aged 7-12 years to enjoy education. Then in 1989 the government enacted a law on the national education system, namely Law no. 2 in 1989. Then, the compulsory education program was increased to nine years of compulsory education and was inaugurated by President Soeharto on May 2, 1994 and strengthened by Presidential Instruction No. 1 of 1994. In 2003, the National Education System Law No. 20 of 2003 was issued, and then in line with PP RI No. 47 of 2008. (Wulan Sari & Khoiri, 2023) The compulsory education program in Indonesia began in 1950 with Law No. 4/1950, which regulates compulsory education for children aged 8-14 years, but was hampered by political upheaval. Officially launched by President Soeharto on May 2, 1984, this program focuses on children aged 7-12 years and aims to overcome the problem of the number of children who have not attended school. Islamic education policies are also influenced by political interests, with the ratification of the National Education System Law No. 2 of 1989 which integrates Islamic education into the national education system. Education reform continued with the National Education Act No. 20 of 2003, marking the initial step to pay attention to the interests of Islamic education. The 9-year compulsory education policy still exists today, becoming an important foundation for developing education in Indonesia, and is strengthened by Presidential Decree No. 1 of 1994 and PP RI No. 47 of 2008.

5. OBJECTIVES OF THE 9-YEAR BASIC EDUCATION POLICY

In simple terms, the objective of implementing the policy is to set a direction so that the policy objectives can be realized as a result of government activities. (Sukri Agustian, 2022) policy is a procedure for producing information on social problems and their solutions. This understanding is oriented towards three further contexts, namely improvements to previous policies, formulation of new policies that are completely different from previous policies, or total improvements to previous policies, but still adopting a small part of the previous policy. (Dukha Yunitasari 2023) The 9-year basic education program is held according to Jamil Bakar with the following objectives:

1. Increasing the level of basic education for all Indonesian citizens, namely by increasing the compulsory education program for all school-age citizens from six years (SD) to nine years (SLTP)



2. Providing a more solid foundation for those who have greater abilities and opportunities to continue their studies to a higher level

3. Developing careers based on their vocational skills. (Umar Sidiq, 2019)

The purpose of implementing the policy is to set a clear direction so that the results of government activities can be achieved. Policy functions as a procedure for identifying social problems and formulating solutions. In the context of education, the 9-year compulsory education program aims to increase the level of basic education for all Indonesian citizens, provide a strong foundation for continuing education to a higher level, and develop careers based on vocational skills. Thus, this policy not only focuses on improving previous policies, but also seeks to create better educational opportunities for all citizens.

6. POLICY IMPLEMENTATION

Policy implementation is one of the components in the implementation of education policy. Implementing a policy means implementing a choice that has been determined from various alternatives in the formulation of applicable legislation, supported by professional personnel, and available facilities and infrastructure. (Sukri Agustian, 2022) The responsibility for implementing this 9-year compulsory basic education is not only borne by the government, but is a shared responsibility between the government, parents and the community. As explained in the National Education System Law Number 20 of 2003, Chapter XV, Article 54 Paragraph 1, which reads: "Community participation in education includes the participation of individuals, groups, families, professional organizations, entrepreneurs, and community organizations in organizing and controlling the quality of education services (Umar Sidiq, 2019) According to Soetjipto, teachers are elements of the state apparatus and civil servants. Therefore, teachers absolutely need to know government policies in the field of education, so that they can implement the provisions that constitute these policies. (Aan Yusuf Khunaifi, 2019) The implementation of the 9-year Compulsory Education policy has indeed been running as desired, it's just that the implementation of compulsory education has not been maximized according to what is desired according to what is desired. (Alfi Febrilia Anggraini, 2021) The logical consequence of the obligation to compulsory education for 9 years of education certainly requires a lot of funds to finance the implementation of basic education. Therefore, the Government issued Law No. 48 of 2008 concerning funding for basic education organized by the Government and Regional Governments is fully borne by the Government. (Arisman Sabir, 2023)

7. CONCLUSION

Education is a crucial aspect for the progress of the nation and the basic right of every Indonesian citizen, in accordance with the mandate of the 1945 Constitution. Public policy, especially the 9-year compulsory education program, aims to improve access and quality of education, as well as create quality human resources. By extending the age of compulsory education, it is hoped that students can develop knowledge and skills more optimally. This policy, which is regulated by various regulations, shows the government's commitment to guaranteeing the right to education for all, without discrimination.

Although this program has been running since 1984, challenges such as low awareness of education and weak economic conditions still hamper its implementation. Therefore, collaboration between the government, parents and the community is very important, along with adequate funding. Sustainable education policies, such as the 12-year compulsory education program, are expected to strengthen the foundation of education and increase access for future generations, creating better educational opportunities for all citizens.



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