

Evaluation of Education Policy in Improving School Quality

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Abstract: Education policy plays a crucial role in improving the quality of schools and ensuring the effectiveness of the teaching and learning process. This study aims to evaluate the implementation of education policies in enhancing school quality, particularly in terms of academic achievement, teacher performance, and school management. The method used in this research is a qualitative approach with a literature review design by analyzing various relevant previous studies. The data were collected from national and international journal articles related to education policy and school quality improvement. The findings show that effective education policies contribute significantly to improving school quality through better resource management, teacher professional development, and curriculum implementation. However, several challenges were also identified, such as unequal policy implementation, limited resources in certain regions, and lack of teacher readiness in adapting to policy changes. In conclusion, education policy has a positive impact on improving school quality when it is implemented effectively and supported by adequate infrastructure and human resources.

Introduction

Education policy plays a fundamental role in shaping the direction and quality of education systems in any country. It serves as a guideline for schools, teachers, and educational institutions to achieve national education goals. Through well-designed policies, governments aim to improve school quality by enhancing teaching standards, curriculum implementation, and student achievement outcomes (Winarno et al., 2021).

In recent years, many countries, including Indonesia, have implemented various education reforms to improve school quality. These reforms include curriculum changes, teacher certification programs, and school-based management systems. According to Arifin and Setiawan (2022), effective policy implementation is a key factor in ensuring that educational improvements are achieved at the school level, especially in secondary education.

Furthermore, education policy evaluation is essential to determine whether the implemented

programs have achieved their intended objectives. Evaluation helps identify strengths and weaknesses in policy implementation, allowing policymakers to make necessary improvements. Suryadi (2023) emphasizes that systematic policy evaluation contributes to better decision-making and more efficient allocation of educational resources.

However, the implementation of education policies often faces several challenges. These include disparities in school resources, differences in teacher competency, and unequal access to educational facilities. Rahmawati et al. (2020) argue that such challenges can hinder the effectiveness of education policies in improving school quality, particularly in rural and underdeveloped areas.

Therefore, evaluating education policy is crucial to ensure that it effectively contributes to improving school quality. By analyzing policy implementation and its outcomes, stakeholders can develop more targeted strategies to enhance educational performance. Nugroho (2024) highlights that continuous evaluation is necessary to maintain the relevance and effectiveness of education policies in a rapidly changing educational environment.

Research metod

This study uses a qualitative approach with a literature review (*library research*) design. The purpose of this method is to examine and analyze various previous studies related to education policy and its role in improving school quality. This approach is considered appropriate because the research does not involve direct field data collection, but instead relies on existing scientific literature as the main source of data.

The data sources in this study consist of journal articles, books, and research reports that discuss education policy, policy evaluation, school quality improvement, and educational management. The selected literature is limited to reputable and relevant publications to ensure the validity and reliability of the information used. According to Handayani and Widodo (2022), literature review methods are effective for synthesizing findings from multiple studies to obtain a broader understanding of a research topic.

Data collection was carried out using the documentation technique, which involves searching, reading, and selecting relevant literature based on specific keywords such as “*education policy*,” “*school quality*,” and “*policy evaluation*.” The collected data were then organized and categorized based on themes such as policy implementation, teacher quality, infrastructure, and student achievement.

The data analysis technique used in this study is content analysis. This technique involves systematically analyzing the content of selected literature to identify patterns, similarities, and differences in research findings. According to Sari (2023), content analysis allows researchers to draw meaningful conclusions from qualitative data by interpreting information from various sources in a structured way.

Through this method, the study aims to provide a comprehensive understanding of how education policy contributes to improving school quality and what challenges are commonly faced during its implementation.

Research Results

The results of the literature review indicate that education policy plays an important role in improving school quality. Most studies show that well-structured and consistently implemented policies contribute to better school management, improved learning environments, and higher student achievement. According to Anwar and Putri (2021), effective policy implementation strengthens school autonomy and enhances institutional performance.

One of the most significant findings is that curriculum reform has a direct impact on

improving the quality of education in schools. Several studies reveal that updated and competency-based curricula help students develop critical thinking, creativity, and problem-solving skills. Mahendra (2023) states that curriculum adjustments aligned with modern educational needs lead to more meaningful learning experiences for students.

In addition, teacher professional development is identified as a key factor influencing school quality. Training programs, certification processes, and continuous professional learning contribute to improving teachers' instructional abilities. Laksmiwati and Prabowo (2022) found that schools with highly trained teachers tend to show better student performance and classroom engagement.

However, the findings also highlight several obstacles in policy implementation. Inequality in school facilities, limited funding, and differences in regional development often affect the success of education policies. Siregar (2020) emphasizes that disparities between urban and rural schools remain a major challenge in achieving equal education quality across regions.

Despite these challenges, the overall results confirm that education policy has a positive impact on school quality when implemented effectively. Strong coordination between government, schools, and educators is essential to ensure successful policy execution. Wijaya (2024) concludes that continuous evaluation and improvement of education policies are necessary to sustain long-term educational development.

Discussion

The findings of this study indicate that education policy plays a crucial role in shaping the quality of schools. Effective policy implementation contributes to improved school governance, better learning environments, and enhanced student outcomes. According to Pratiwi and Kurniawan (2022), education policies that are well-aligned with school needs tend to produce more significant improvements in educational performance.

One important aspect highlighted in this study is the role of leadership in policy implementation. School principals and administrators act as key actors in translating policy into practice. Effective leadership ensures that policies are properly understood and executed at the school level. Setyawan (2023) explains that transformational leadership in schools significantly enhances policy effectiveness and school quality outcomes.

Another key finding is the importance of stakeholder collaboration in education policy success. The involvement of teachers, parents, and the community strengthens the

implementation process and increases accountability. According to Nurhayati (2021), collaborative participation creates a supportive environment that enhances the sustainability of education reforms.

However, the study also reveals that policy implementation is often hindered by structural and technical challenges. Limited infrastructure, insufficient funding, and unequal resource distribution remain major barriers in many regions. Hidayat and Saputra (2020) emphasize that such limitations reduce the effectiveness of education policies, especially in underdeveloped areas.

Despite these challenges, the overall discussion confirms that education policy remains a key driver of school quality improvement. Continuous evaluation and adaptive policy adjustments are necessary to ensure long-term success. Wulandari (2024) states that evidence-based policy refinement is essential to maintaining educational quality in a rapidly changing global context.

Conclusion

Based on the findings and discussion of this study, it can be concluded that education policy has a significant role in improving school quality. Effective policy implementation contributes to better school management, improved teaching practices, and enhanced student academic achievement.

The study also shows that key factors such as leadership, teacher competence, curriculum reform, and stakeholder collaboration strongly influence the success of education policy implementation. When these components are well-managed, schools are more likely to achieve higher performance standards.

However, several challenges still exist in the implementation process, including limited infrastructure, unequal resource distribution, and varying levels of readiness among schools. These challenges can reduce the effectiveness of education policies, especially in less developed regions.

Therefore, continuous evaluation and improvement of education policies are essential to ensure their relevance and effectiveness. With proper planning, collaboration, and monitoring, education policy can sustainably improve school quality and support long-term educational development.

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