

Integration of National Education Policy: Analysis of Quality, Quantity, Effectiveness, and Efficiency

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ABSTRACT

The implementation of national education policies at the school level often encounters challenges due to differences in institutional capacity, infrastructure availability, and local educational contexts. This study aims to analyze the integration of national education policies with educational practices at MI Al Hidayah II Kota Kediri using four key indicators: quality, quantity, effectiveness, and efficiency. This research employs a descriptive qualitative approach, with data collected through field observations, informal interviews, and document analysis of national education policies such as the National Education Standards and the Merdeka Curriculum. The findings reveal that in terms of quality, the school has implemented the Merdeka Curriculum and achieved several non-academic accomplishments, although facilities remain limited, including the absence of a library, suboptimal classrooms, and limited learning media. In terms of quantity, the school operates one study group with 75 students across six grade levels and collaborates with the Ar-Risalah Orphanage to improve access to education. In terms of effectiveness, student and teacher attendance is well maintained, flagship programs such as dhuha prayer and BTQ are consistently implemented, and a substitute teacher system is applied when teachers are absent. In terms of efficiency, the school optimizes its limited resources through external partnerships, particularly with the local health center and orphanage. This study concludes that the integration of national education policies has been implemented sufficiently well. The findings contribute to providing empirical insights into how Islamic elementary schools adapt national education policies within resource-limited contexts and may serve as a practical reference for policymakers and school managers in strengthening policy implementation at the primary education level.

Keywords: National Education Policy, Quality, Quantity, Effectiveness, Efficiency.

ABSTRAK

Implementasi kebijakan pendidikan nasional di tingkat satuan pendidikan sering menghadapi berbagai tantangan, terutama akibat perbedaan kapasitas kelembagaan, keterbatasan sarana prasarana, dan karakteristik konteks lokal sekolah. Penelitian ini bertujuan untuk menganalisis integrasi kebijakan pendidikan nasional dengan praktik pendidikan di MI Al Hidayah II Kota Kediri berdasarkan empat indikator utama, yaitu mutu, kuantitas, efektivitas, dan efisiensi. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa observasi lapangan, wawancara informal, dan studi dokumen terhadap kebijakan pendidikan nasional, seperti Standar Nasional Pendidikan dan Kurikulum Merdeka. Hasil penelitian menunjukkan bahwa dari aspek mutu, sekolah telah menerapkan Kurikulum Merdeka dan meraih beberapa prestasi non-akademik, namun masih menghadapi keterbatasan sarana prasarana, seperti belum tersedianya perpustakaan, kondisi ruang kelas yang belum optimal, serta keterbatasan media pembelajaran. Dari aspek kuantitas, sekolah menyelenggarakan satu rombongan belajar dengan jumlah 75 peserta didik yang tersebar di enam tingkat kelas serta menjalin kerja sama dengan Panti Asuhan Ar-Risalah sebagai upaya memperluas akses pendidikan. Dari aspek efektivitas, tingkat kehadiran guru dan peserta didik tergolong baik, program unggulan seperti sholat dhuha dan bimbingan baca tulis Al-Qur'an (BTQ) berjalan secara konsisten, serta diterapkannya sistem guru pengganti ketika guru berhalangan hadir. Dari aspek efisiensi, sekolah mampu mengoptimalkan sumber daya yang terbatas melalui kerja sama dengan pihak eksternal, khususnya puskesmas dan panti asuhan. Penelitian ini menyimpulkan bahwa integrasi kebijakan pendidikan

nasional telah dilaksanakan dengan cukup baik. Hasil penelitian ini memberikan kontribusi empiris mengenai bagaimana madrasah ibtidaiyah mengadaptasi kebijakan pendidikan nasional dalam keterbatasan sumber daya, serta dapat menjadi rujukan praktis bagi pengelola sekolah dan pembuat kebijakan dalam memperkuat implementasi kebijakan pendidikan di tingkat pendidikan dasar.

Kata Kunci: Kebijakan Pendidikan Nasional, Mutu, Kuantitas, Efektivitas, Efisiensi.

INTRODUCTION

Education is a very broad and comprehensive activity. Almost all aspects of human life, both directly and indirectly, are involved in the educational process. Education encompasses economic, political, social, cultural, legal, health, sociological, psychological, and even religious elements. Therefore, educational management needs to consider all these dimensions so that the strategies and policies implemented can truly lead Indonesia towards its desired goals.¹ The policies that govern the education system are known as educational policies. Policy itself can be defined as how an organization regulates the external environment and takes specific actions to achieve its desired goals.² Regarding educational policy, the government has issued numerous educational norms and regulations to support and empower educators and the community to develop innovative education, thereby achieving educational goals.

The success of achieving educational goals depends on interrelated factors, such as educators, students, educational goals, the environment, and supporting facilities. The education system will not function effectively if any of these elements are problematic, as it will disrupt its overall function. Education policy in Indonesia has also undergone various changes to build a national education system that aligns with the characteristics of the Indonesian nation.³

In 2003, the Indonesian government enacted Law Number 20 of 2003 concerning the National Education System. The enactment of this law demonstrated the government's commitment to achieving educational goals through education policies.⁴ The quality of education produced is greatly influenced by the extent to which educational goals are achieved, and this is managed in accordance with established guidelines.⁵

Thus, educational policy plays a role in maintaining the interconnectedness between elements within the educational system, which ultimately influences its management process. From a policy perspective, educational policy development must always be directed toward achieving educational goals.⁶ The government, as the provider of education, needs to formulate proactive policies that are capable of solving problems to overcome obstacles to

¹ H.A.R. Tilaar and Riant Nugroho, "Kebijakan Pendidikan," (Yogyakarta: Pustaka Pelajar), 2008.

² Warni Tune Sumar Arwildayanto, Arifin Suling, *Analisis Kebijakan Pendidikan*, CV Cendekia Press, vol. 60, 2018, <https://doi.org/10.1111/1523-1747.ep12723167>.

³ Farid Anisa Nuraida Rahmah, Aulia Farkhan, Umar, "Konsep Dasar Kebijakan Pendidikan," *Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 16, no. 5 (2022): 1921–28, <https://doi.org/10.35931/aq.v16i5.1354>.

⁴ Angelika Bule Tawa, "Kebijakan Pendidikan Nasional Dan Implementasinya Pada Sekolah Dasar," *SAPA - Jurnal Kateketik Dan Pastoral* 4, no. 2 (2019): 107–17, <https://doi.org/10.53544/sapa.v4i2.82>.

⁵ (Supardi, 2015)

⁶ Alifah Siti, "Peningkatan Kualitas Pendidikan Di Indonesia Untuk Mengejar Ketertinggalan Dari Negara Lain Education in Indonesia and Abroad : Advantages and Lacks," *CERMIN: Jurnal Penelitian* 5, no. 1 (2021): 113–22, https://unars.ac.id/ojs/index.php/cermin_unars/article/view/968.

achieving educational goals. Discussing the education system cannot be considered a simple matter, as it is a complex and interconnected entity. Therefore, an understanding of education policy is crucial for education providers so they can design strategies that align with the national education system in Indonesia.⁷

Various studies have shown that the implementation of national education policies still faces challenges at the regional and educational unit levels. Anisa's research reveals that the direction of education policy faces significant challenges in the form of an imbalance between policy formulation and the capabilities of implementers in the field, limited budget support, and weak coordination between relevant agencies. These conditions contribute to disparities in the quality of education services between regions, particularly in areas with limited resources.⁸ These findings are reinforced by research by Arif and Fitrianingrum, which shows that the implementation of education policies in Jepara Regency has not been carried out evenly between schools in urban and rural areas, even though the local government has allocated a relatively large education budget.⁹ Furthermore, in the context of educational decentralization, Maharani found that differences in school leadership capacity, access to training, and local government support led to uneven implementation of the national curriculum across regions. This situation indicates a gap between national education policy and educational practices at the educational unit level.¹⁰

Furthermore, Agustian et al. emphasized that the effectiveness of implementing education policies in elementary schools, including the Independent Curriculum, is greatly influenced by coordination between stakeholders, budget support, and teacher readiness, the conditions of which vary between schools and regions.¹¹ In addition, research by Maesaroh and Jakaria shows that the implementation of National Education Standards in the aspect of Educator and Education Personnel Standards in elementary schools faces various challenges, such as inequality in teacher competencies, limited ongoing training, and the minimal role of education personnel in supporting the learning process, which can affect the consistency of the quality of education services in elementary schools.¹² This finding reinforces the fact that national education policy has not been fully implemented optimally in all educational units.

Although various studies have examined the challenges of implementing education policies at the regional and school levels, most studies still focus on macro policy aspects or at the general education level. Few studies have specifically examined the integration of

⁷ (Anisa et.al, 2022)

⁸ Nur Anisah, "Analisis Implementasi Kebijakan Pendidikan Nasional: Relevansi, Tantangan, Dan Implikasi Terhadap Pemerataan Mutu Layanan Pendidikan," *Global Research and Innovation Journal* 1 (2025): 2745–54.

⁹ Sholikul Arif and Agustina Fitrianingrum, "Evaluation of the Implementation of Government Regulations on Education Standards in the Strategy to Improve the Quality of Junior High School Education in Jepara Regency" 2, no. 4 (2025): 1946–56.

¹⁰ Maharani Lintang Corneasari, "Educational Decentralization and Curriculum Implementation Consistency : A Managerial Perspective from Indonesia," *Multidisciplinary Journal of Social Sciences and Humanities*. 1, no. 2 (2025): 114–23.

¹¹ Alda Olyvia Afriantoni, Dian Agustina, Kiki Agustian, "Implementasi Kebijakan Pemerintah Dalam Meningkatkan Kualitas Pendidikan Di Sekolah Dasar," *Jurnal Penelitian Ilmu Pendidikan Indonesia* 3 (2025): 309–17, <https://doi.org/https://jpion.org/index.php/jpi>.

¹² Jakaria Iis Maesaroh, "Implementasi Standar Nasional Pendidikan Pada Standar Pendidik Dan Tenaga Kependidikan Di Sekolah Dasar: Implikasinya Pada Manajemen Sekolah Dasar," *Jurnal Ilmiah Pendidikan Dasar* 10 (2025).

national education policies in elementary madrasas using integrated indicators of quality, quantity, effectiveness, and efficiency. In this context, this study focuses on MI Al Hidayah II, Kediri City, as one of the elementary madrasas that implements national education policies in daily educational practices. MI Al Hidayah II has unique institutional characteristics as a religious-based madrasa that serves students from diverse social backgrounds, including students from social institutions. This condition makes MI Al Hidayah II relevant to study in order to understand how national education policies are integrated into educational practices at the elementary madrasah level. Based on this description, this study aims to analyze the integration of national education policies in MI Al Hidayah II, Kediri City by reviewing four main aspects: quality, quantity, effectiveness, and efficiency.

METHOD

This study uses a descriptive qualitative approach, aiming to deeply understand the phenomenon of national education policy implementation in the context of real-life educational institutions. This qualitative approach was chosen because it focuses on uncovering the meaning, process, and dynamics of education policy as it occurs naturally in the madrasah environment.¹³ Data collection was conducted through field observations, informal interviews, and documentation studies. Observations were used to directly observe the learning process, school activities, and the condition of madrasah facilities and infrastructure. Informal interviews were conducted with madrasah principals and teachers to obtain information on the implementation of national education policies, particularly the Independent Curriculum and National Education Standards. Documentation studies were conducted by reviewing internal school documents and relevant national policy documents. Data sources in this study included madrasah principals, teachers, and students.

The qualitative research procedure was implemented through three main stages. First, the pre-fieldwork stage, which included determining the research location, obtaining permits, and developing the research focus. Second, the data collection stage, which involved observing learning activities, conducting unstructured interviews, and recording the physical and administrative conditions of the madrasah. Third, the data analysis stage, which was conducted simultaneously from the beginning of the data collection process until the research ended. The primary instrument in this research was the researcher herself, who served as planner, data collector, analyst, and interpreter, assisted by observation guidelines and field notes. The data analysis technique employed Miles and Huberman's interactive analysis model, which encompasses data reduction, data display, and conclusion drawing and verification. This analysis process was carried out continuously until a comprehensive understanding of the phenomenon being studied was achieved.¹⁴

To ensure data validity, this study employed source triangulation techniques, comparing data obtained from the principal, teachers, and students, as well as repeated observations to ensure the consistency of the research findings. Thus, the data obtained is

¹³ D. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*, 2013.

¹⁴ Saldana Miles, M., Huberman, *Qualitative Data Analysis, A Methods Sourcebook, Edition 3*, 3rd ed. (USA: Sage Publications, 2014).

expected to have a sufficient level of credibility and be able to objectively describe the research conditions.

RESULTS AND DISCUSSION

Quality of Education

Educational output is considered high-quality if the input process produces competent and reliable graduates in various fields. An individual who receives a quality education should be able to benefit themselves and society. Ideally, these graduates can meet the needs of their social environment, whether by creating job opportunities, becoming leaders, or building independent and prosperous lives.¹⁵

The quality of education in Indonesia remains low due to weak literacy, science, and mathematics skills, coupled with limited facilities, teacher competency, an irrelevant curriculum, and low educator welfare. Quality improvement can be achieved through improving facilities, strengthening teacher competency, updating the curriculum, and providing appropriate recognition to educators. These steps are necessary to ensure Indonesian education can produce quality graduates who are ready to face the challenges of the times.¹⁶

The Independent Curriculum has been implemented at MI Al Hidayah II, using a more flexible learning approach. Students' non-academic achievements are quite good, as evidenced by second-place finishes in the Indonesian language speech competition, first-place finishes in a city-level running competition, and several scouting achievements. However, the quality of infrastructure and facilities still falls short of ideal standards. The school has six classrooms, but classrooms 1 and 6 are partially used for storage. There is no library, only reading corners in some classrooms, and textbooks are borrowed through the office. Learning facilities, such as LCD screens and projectors, are limited, with screens starting to blur. The lack of a health and safety room also reduces the quality of the school's health services. The quality of the teaching staff is quite good, with 15 teachers, three certified, and four currently undergoing the PPG (Program for Teacher Professional Development). This demonstrates the improvement in teacher capacity as part of the implementation of the policy to improve teacher professionalism.

These conditions indicate that the quality of education at MI Al Hidayah II, Kediri City, cannot be assessed solely on the completeness of infrastructure but must be understood as a gradual and continuous process of quality development. From the perspective of educational quality management, school quality is largely determined by the institution's ability to manage its resources effectively and contextually.¹⁷ Thus, limited facilities do not necessarily hinder the achievement of quality education as long as they are supported by quality human resources and a well-running learning process.

¹⁵ Francis School, "Suatu Pendidikan Memiliki Kualitas Baik Apabilla? Bagaimana Mutu Sebuah Proses Pendidikan Dinilai Baik?," 2020.

¹⁶ Lestari Eko Wahyudi et al., "Mengukur Kualitas Pendidikan Di Indonesia," *Ma'arif Journal of Education, Madrasah Innovation and Aswaja Studies* 1, no. 1 (2022): 18–22, <https://doi.org/10.69966/mjemias.v1i1.3>.

¹⁷ Edward. Sallis, *Total Quality Management in Education*. (Yogyakarta: IRCISoD, 2006).

MI Al Hidayah II's success in adaptively implementing the Independent Curriculum reflects the madrasah's capacity to adapt national policies to student characteristics and educational unit conditions. This aligns with findings Arifin which states that schools with a relatively ideal student population have greater flexibility in implementing student-centered learning.¹⁸ This contextual learning approach contributes to the development of a conducive learning climate and supports the optimal development of students' potential.

Furthermore, the continuously improving quality of teaching staff is a factor strengthening the quality of education at MI Al Hidayah II. Teachers' efforts in participating in certification and the Teacher Professional Education Program (PPG) demonstrate an institutional commitment to improving educator professionalism. According to Wahyudi, Improvement in teacher competency is directly proportional to the quality of the learning process and student learning outcomes, particularly at the elementary level.¹⁹ Therefore, MI Al Hidayah II's primary strength lies in the quality of its human resources, capable of optimizing the learning process despite the gradual development of facilities.

Overall, the quality of education at MI Al Hidayah II in Kediri City can be understood as progressive, with an emphasis on strengthening human resources, enhancing the effectiveness of the learning process, and fostering student character. This indicates that the madrasah is on a positive development path and aligned with the direction of national education policy.

Quantity of Education

The government's efforts to improve the quality and equality of education are reflected in the allocation of the education budget in the Regional Budget (APBD) as mandated by Article 31 paragraph (4) of the 1945 Constitution. This commitment is realized through the provision of more equitable access to education, including the elimination of education fees at the elementary level so that all children can receive educational services without financial barriers.²⁰ National data show that access to primary education in Indonesia has reached a near-universal level. Based on the analysis of education participation indicators, the School Participation Rate (APS) for children aged 7–12 years increased from 98.57% in 2015 to 99.11% in 2018.²¹ This condition indicates that access to basic education has generally improved, although challenges in ensuring educational equity remain in certain contexts.

To address the issue of educational quantity, the government can expand access to learning by increasing the capacity of educational institutions, both through infrastructure development and additional classrooms. Subsidy policies for low-income families, scholarships, and educational financial support also need to be strengthened. Other efforts include developing distance learning for remote areas, partnerships with non-governmental

¹⁸ Arwildayanto, Arifin Suling, *Analisis Kebijakan Pendidikan*. CV Cendekia Press, 2018

¹⁹ Wahyudi et al., "Mengukur Kualitas Pendidikan Di Indonesia." *Ma'arif Journal of Education, Madrasah Innovation and Aswaja Studies*, 2022.

²⁰ I Nyoman Mudarya, "Kuantitas Dan Kualitas: Era Baru Pendidikan Indonesia," *Daimi Widya Jurnal Pendidikan* 06, no. 3 (n.d.): 1–11.

²¹ Abdul Fatah, Muhammad Suhaili, and Isna Farida, "Analisis Indikator Pendidikan: Partisipasi Pendidikan Di Indonesia Periode 1994-2018," *Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 7, no. 3 (2021): 555–64.

organizations, and educational campaigns to raise public awareness of the importance of early childhood education.²²

Field findings at MI Al Hidayah II Kediri indicate that the madrasah supports the agenda of educational equality by strengthening the quantity of educational services. The madrasah has a total of 75 students divided into study groups with the following class compositions: Grade 1 (13 students), Grade 2 (12 students), Grade 3 (10 students), Grade 4 (13 students), Grade 5 (16 students), and Grade 6 (11 students). This number indicates that the madrasah's service capacity is stable and not experiencing overcapacity.

Furthermore, the collaboration with the Ar-Risalah Orphanage demonstrates the madrasah's concrete contribution to providing access to education for children from diverse socioeconomic backgrounds. Support in the form of reduced education costs for children in orphanages is an inclusive measure that aligns with government policy to expand learning opportunities for all children, including vulnerable groups. These findings demonstrate that madrasahs play a role not only as providers of educational services but also as institutions that support the reduction of dropout rates through collaboration with social institutions and the provision of more affordable services.

These findings indicate that the quantity of education at MI Al Hidayah II, Kediri City, is well-managed and proportionate. The number of students, which does not exceed the ideal capacity, provides the madrasah with the opportunity to maintain the quality of educational services optimally. According to UNESCO Managing a balanced student population is a crucial factor in creating effective and inclusive learning, particularly at the elementary level.²³

A stable student population also supports the contextual implementation of national education policies. In the context of the Independent Curriculum, a relatively small student population allows teachers to implement a more personalized and student-centered learning approach. This aligns with the opinion of Rohaeni & Saryo which states that educational equity is not only related to increasing enrollment rates, but also to the ability of educational units to effectively manage students according to their institutional capacity.²⁴

The collaboration between MI Al Hidayah II and the Ar-Risalah Orphanage can be seen as a good practice in supporting equitable access to education. This collaboration reflects the active role of madrasahs as social institutions that not only carry out academic functions but also contribute to addressing social issues in their surrounding communities. Therefore, the quality of education at MI Al Hidayah II in Kediri City not only reflects the fulfillment of student numbers but also demonstrates the madrasah's ability to manage educational access in an inclusive, sustainable manner, and in line with national education

²² Abd. Muiz et al., "Kebijakan Pendidikan Dalam Mengatasi Masalah Kualitas, Kuantitas Efektivitas Dan Efisiensi," *Jurnal IHSAN Jurnal Pendidikan Islam* 2, no. 3 (2024): 46–64, <https://doi.org/10.61104/ihsan.v2i3.272>.

²³ A. Agustang, "Makalah 'Masalah Pendidikan Di Indonesia,'" *Www.Melianikasim.Wordpress.Com*, 2021, 0–19, <https://meilnikasim.wordpress.com/2009/03/08/makalah-masalah-pendidikan-di-indonesia/>.

²⁴ N Eni Rohaeni and Oyon Saryono, "Implementasi Kebijakan Program Indonesia Pintar (PIP) Melalui Kartu Indonesia Pintar (KIP) Dalam Upaya Pemerataan Pendidikan," *Journal of Education Management and Administration Review* 2, no. 1 (2018): 194–204.

policies. This condition confirms that MI Al Hidayah II is on a positive development path in supporting the agenda of educational equity at the primary education level.

Educational Effectiveness

The causes of the low quality of education in Indonesia include issues of effectiveness, efficiency, and standardization of teaching. This remains a problem in Indonesian education in general. Specific problems in education include inadequate physical facilities, low teacher quality, low teacher welfare, low student achievement, low opportunities for equal access to education, low relevance of education to needs, and high education costs.²⁵

Effectiveness can be defined as a measure of the extent to which an organization's goals are achieved. In the context of educational institutions, effectiveness encompasses various important dimensions, such as school management and leadership, the quality of teachers and educational staff, the role of students, the curriculum implemented, the availability of facilities and infrastructure, classroom management, the school's relationship with the community, and the management of other specialized areas.²⁶ This level of effectiveness is reflected in the extent to which actual results obtained approximate or match expected results. In other words, effectiveness indicates the ability of an educational institution or program to produce outputs in accordance with established objectives. Something is considered effective if it is able to²⁷

Learning effectiveness at MI Al Hidayah II is considered good. Teacher and student attendance is stable; if a teacher is absent, the on-duty teacher is ready to replace them. Featured programs such as the Dhuha prayer and BTQ guidance run regularly. Non-academic achievements demonstrate that character and talent development are effective. The implementation of the Independent Curriculum supports project-based learning. However, the P5 project is not fully optimized because themes are not selected individually and are implemented directly at the end of the semester. Nevertheless, activities continue and provide contextual learning experiences for students. Collaboration between the madrasah and the community health center (Puskesmas) strengthens student health services and supports the implementation of the UKS program, even without a dedicated space.

Research findings indicate that educational effectiveness at MI Al Hidayah II in Kediri City can be categorized as functionally well, particularly in aspects of learning management and the sustainability of school programs. The stability of teacher and student attendance, as well as the on-duty teacher mechanism, reflect a school management system that is responsive to the dynamics of teaching and learning activities. According to Sanusi, The effectiveness of an educational institution is greatly influenced by the school management's ability to ensure the learning process continues according to its objectives despite certain limitations.²⁸

²⁵ Abdul Wahab Syakrani et al., "Pendidikan Dan Sistem Pendidikan Di Negara Indonesia Dan Negara Lain," *Adiba: Journal of Education* 2, no. 3 (2022): 399–412.

²⁶ Sanusi & Rusdiana, "Sitem Pemikiran Manajemen Pendidikan" 2017

²⁷ Riska Putri Taupik and Yanti Fitriani, "Membangun Kualitas Pendidikan Di Indonesia Dalam Mewujudkan Program Sustainable Development Goals (SDGs)," *Jurnal Basivedu* 5, no. 5 (2021): 1525–31, <https://journal.uir.ac.id/ajie/article/view/971>.

²⁸ Sanusi Uwes and H. A Rusdiana, "Sitem Pemikiran Manajemen Pendidikan."2017

The regular implementation of religious habituation programs such as the Dhuha prayer and Quranic reading and writing guidance (BTQ) demonstrates the effectiveness of madrasas in building a school culture that supports student character development. This aligns with the opinion Mustari that educational effectiveness is measured not only by academic achievement, but also by the school's success in consistently instilling positive values, attitudes, and habits in students.²⁹

The implementation of the Independent Curriculum at MI Al Hidayah II also demonstrates effectiveness in project-based learning, although the Pancasila Student Profile Strengthening Project (P5) is still in the development stage. Centralized project implementation at the end of the semester can be understood as a strategy for madrasas to adapt to resource readiness and experience in implementing the new curriculum. According to Arifin The initial stages of implementing the Independent Curriculum are generally characterized by a gradual adaptation process before achieving more optimal implementation.³⁰

The collaboration between madrasas and community health centers (Puskesmas) to support student health services reflects the effectiveness of managing the school's relationship with external parties. This collaboration contributes to strengthening the UKS service despite the lack of a dedicated space and demonstrates the madrasa's ability to optimize external resources to support student needs. This practice aligns with the concept of school effectiveness, which emphasizes the importance of partnerships between schools and the community.³¹

Overall, the effectiveness of education at MI Al Hidayah II in Kediri City can be understood as adaptive and evolving, where the school is able to ensure the educational process runs according to its main objectives, even though it is still in the process of being refined in several aspects. This condition indicates that MI Al Hidayah II has a strong managerial and cultural foundation to continuously improve educational effectiveness.

Educational Efficiency

The issue of educational efficiency relates to how an education system optimally utilizes its resources to achieve educational goals. Efficiency in this context means using relatively little money, effort, and time, yet producing greater and higher-quality educational outcomes. In other words, an efficient education system is one that can transform limited resources into maximum educational output, both in terms of quantity and quality.³²

In practice, educational efficiency is not only about cost savings, but also about how each element of educational management can be interconnected and work together harmoniously. This includes the role of schools as implementers of education, community support, parental involvement, active student participation, and alignment with future

²⁹ Mohamad Mustari et al., *Manajemen Pendidikan*, RajaGrafiika Persada, 2014.

³⁰ Warni Tune Sumar Arwildayanto, Dr. Arifin Suling, *Analisis Kebijakan Pemerintah*, 2018.

³¹ Hapsari Fadjriah, "Efektifitas Perubahan Kurikulum Terhadap Kegiatan Pembelajaran Di Sekolah," *Research and Development Journal of Education* 1, no. 1 (2014).

³² Yosef Patandung and Selvi Panggua, "Analisis Masalah-Masalah Pendidikan Dan Tantangan Pendidikan Nasional," *Jurnal Sinestesia* 12, no. 2 (2022): 794–805.

workplace needs. With this integration, the education system can be more targeted, relevant, and capable of producing quality graduates who meet the demands of the times.³³

Educational efficiency enables students to learn effectively, easily, and enjoyably, achieving the desired learning objectives. Efficiency and effectiveness are two important concepts that are interrelated but have different focuses. Efficiency relates to the method or process for achieving a result correctly, namely how to use resources economically, appropriately, and optimally to produce the desired output with minimal cost, effort, and time. In other words, efficiency emphasizes the comparison between input (resources used) and output (results achieved).

Effectiveness, meanwhile, is more goal-oriented. This concept refers to the extent to which an activity, program, or policy successfully achieves its pre-planned objectives. Effectiveness can be measured by the alignment between the plans and the actual results achieved.³⁴ Thus, an activity can be considered efficient if the stated objectives are achieved optimally with minimal resource use. Conversely, an activity is considered effective if the results achieved match or approach the planned objectives, even though resource use may be greater. Ideally, a particular education system or program should be both effective and efficient, achieving its intended objectives with optimal resource utilization.

Meanwhile, to address efficiency issues, policies that can be implemented include efficient resource management, optimizing the use of technology in educational administration, effectively allocating learning time, and improving coordination between schools and educational centers. Simplifying administrative processes to reduce bureaucracy, evaluating educational system performance, training staff to improve skills, improving the quality of more flexible online learning, strategically allocating educational funds, and implementing energy-saving policies in schools are also important steps towards creating a more efficient and effective education system.³⁵ Efficient management of school resources is achieved through the utilization of existing facilities, despite their limitations. Two projectors and one screen are used interchangeably to support the learning process. The lack of a formal library is addressed through reading corners in several classrooms and book lending through the office.

Collaborations with orphanages and community health centers also help the school address internal resource limitations. Efficiency in time and effort is evident in the management of teacher attendance and the clear division of tasks. Despite less than ideal infrastructure, the school is still able to effectively conduct the learning process, demonstrating efficiency in managing limited resources.

³³ Hani Risdiany and Yusuf Tri Herlambang, "Pengembangan Profesionalisme Guru Dalam Mewujudkan Kualitas Pendidikan Di Indonesia," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 3 (2021): 817–23, <https://doi.org/10.31004/edukatif.v3i3.434>.

³⁴ Alfian Erwinsyah, "Manajemen Kelas Dalam Meningkatkan Efektifitas Proses Belajar Mengajar," *TADBIR: Jurnal Manajemen Pendidikan Islam* 5, no. 2 (2017): 88–105, file:///C:/Users/User/Downloads/alifiantadbir,+Journal+manager,+7.+Alfian+Erwinsyah.pdf.

³⁵ (Muiz et al., 2024)

CONCLUSION

Based on the research results and discussion, it can be concluded that the implementation of national education policies at MI Al Hidayah II in Kediri City has shown positive and progressive achievements, despite still facing certain resource limitations. In terms of educational quality, the madrasah's primary strength lies in the quality of its human resources, particularly the teachers' commitment to improving professionalism and implementing adaptive learning in accordance with the Independent Curriculum. Non-academic achievements and student character development are indicators that the educational process is running meaningfully and holistically. In terms of educational quantity, MI Al Hidayah II is able to manage the number of students proportionally according to the madrasah's service capacity. The stable student population and collaboration with orphanages demonstrate the madrasah's significant contribution to supporting equitable access to education, particularly for students from diverse socioeconomic backgrounds. This underscores the madrasah's role as both an educational institution and an inclusive social institution.

In terms of educational effectiveness, the learning process at MI Al Hidayah II is consistent and well-managed. The consistent attendance of teachers and students, the continuity of the religious habituation program, and the implementation of project-based learning reflect the school's effective management in achieving educational goals. Although the implementation of the Pancasila Student Profile Strengthening Project (P5) is still in the development stage, the activity continues to provide contextual learning experiences for students. Meanwhile, from the aspect of educational efficiency, madrasahs have demonstrated the ability to optimize limited resources through the use of rotating facilities, effective management of teaching time and personnel, and collaboration with external parties such as community health centers and orphanages. This strategy allows the educational process to continue optimally without increasing excessive costs. Overall, the results of this study indicate that MI Al Hidayah II Kediri City has implemented national education policies in a contextual and adaptive manner. Madrasahs are able to manage limitations as part of a sustainable development process, thus remaining on the path to improving quality, equal access, effectiveness, and efficiency of education. These findings emphasize that the success of educational policy implementation is not only determined by macro policies, but also by the ability of educational units to optimally manage resources and local contexts.

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