

THE EFFECT OF EDUCATION POLICY ON ACCESSIBILITY AND QUALITY OF LEARNING

Nurlena

Program Studi Administrasi Pendidikan, Universitas Muhammadiyah Palembang
jnurlhena@gmail.com

Sri Utami

Program Studi Administrasi Pendidikan, Universitas Muhammadiyah Palembang
sriutamio46@gmail.com

Busnawir

Universitas Halu Oleo
busnawir@uho.ac.id

Abstract

Education policy plays a crucial role in determining the level of accessibility and quality of learning. This research highlights how inclusively and fairly designed policies can ensure equitable distribution of resources, thus providing equal opportunities for all students, including those in remote areas. In addition, policies that support teachers' professional development, as well as curriculum updates, contribute significantly to improving the effectiveness of the learning process. Thus, a holistic approach to education policy is expected to create an adaptive, relevant and quality-oriented education environment that prepares students to compete at the global level.

Keywords: Education Policy, Accessibility, Quality of Learning

Introduction

Education is one of the important factors in a country's development. Through education, individuals not only gain knowledge and skills, but also build character and values necessary for effective participation in society. Effective education policies are essential to ensure that all individuals have access to quality education (Judijanto & Aslan, 2024); (Judijanto & Aslan, 2025); (Sitopu et al., 2024); (Guna et al., 2024); (Iksal et al., 2024).

Education policy is a set of rules, regulations and guidelines set by the government or education agencies to direct and manage the education system in a country or region. This policy covers various aspects, ranging from curriculum, school accreditation, teacher qualification and certification, to funding and resource allocation for education (Thapa et al., 2013). The aim of education policy is to create an effective, equitable and sustainable learning environment that can meet the needs and demands of society. Education policy must also be responsive to changing times, technological developments, and social and economic dynamics (Maslow, 1943).

Education policy plays a vital role in advancing the quality of education and producing competent, characterful and competitive human resources. Good and appropriate policies can ensure that education is available to all levels of society without discrimination, which will ultimately contribute to reducing social and economic disparities (Smith, 2021). In addition, through education policy, the government can set national standards that ensure equality and quality of education across regions, both urban and rural. Thus, education policy not only affects the output of the education system-in terms of learners' knowledge and skills-but also has a direct impact on the economic development, social stability and overall progress of a nation. However, the challenge of improving accessibility and quality of learning is still a major issue in many countries, including Indonesia (Puspitasari & Aslan, 2024).

Over the past few decades, the Indonesian government has implemented various education policies aimed at improving the accessibility and quality of education. Some of these policies include the 12-year compulsory education programme, national curriculum development, teacher certification and the use of technology in learning. Nonetheless, disparities in education access and quality are still evident in various regions, especially between urban and rural areas and between public and private schools (Ball et al., 2012).

Educational accessibility is the extent to which all individuals, regardless of social, economic, geographical, ethnic background, or physical and mental condition, have equal opportunities to obtain quality education. It includes the elimination of barriers that prevent individuals or groups from accessing education services, such as high tuition fees, distance to schools, unavailability of facilities for people with disabilities, discrimination, and availability of adequate facilities and infrastructure (McLeod, 2017). The main goal of improving education accessibility is to create an inclusive and equitable education system, so that everyone can develop their potential optimally and contribute productively to society (Eccles & Wigfield, 2002).

Education accessibility covers various aspects, such as the availability of education facilities, the cost of education and the distance to school. In some remote areas, access to schools is still a big problem, mainly due to the lack of infrastructure and high costs. In addition, education policies such as the national curriculum are often not fully adapted to local needs, which can reduce the effectiveness of learning (Fawait et al., 2024); (Syakhrani & Aslan, 2024).

The quality of learning is also influenced by various factors, including teacher competence and welfare, learning methods and educational resources. The teacher certification policy, for example, aims to improve the quality of teaching by ensuring that teachers have adequate qualifications. However, the implementation of the policy still faces many challenges, such as equitable distribution of qualified teachers and adequate incentives for teachers working in remote areas (Buchanan & Chapman, 2011).

This research aims to examine the influence of education policies on accessibility and quality of learning in Indonesia. By understanding how these policies are implemented and their impact on education, this research is expected to provide valuable insights for policymakers, educators and other stakeholders in an effort to improve the national education system.

Research Methods

The study in this research uses the literature method. The literature research method involves collecting, analysing, and synthesising information sourced from various existing literature and documents to answer research questions or hypotheses. In this approach, the researcher focuses on an in-depth study of written works, such as books, journal articles, research reports, and other academic materials, in order to gain conceptual and theoretical insights on the topic under study (Torraco, 2005) ; (Grant & Booth, 2009) . This method not only aims to understand existing knowledge, but also to identify research gaps that may need to be further explored. Literature research is often used to build theoretical foundations, support empirical research, and inform the development of conceptual frameworks. Through critical analysis and comprehensive evaluation, this method helps in unearthing new perspectives and identifying trends and patterns within a particular field (Galvan & Galvan, 2017) .

Results and Discussion

The Effect of Education Policy on Accessibility

Education policy is a set of regulations and actions implemented by the government or educational institutions to regulate, direct, and improve the quality and accessibility of education. The influence of education policy on accessibility is very significant because the policy can open or close the way for various groups of people to get the education they need and deserve (Zimmerman, 2000) .

One important policy that affects the accessibility of education is the provision of education infrastructure and facilities. By building more schools, especially in remote areas, and providing adequate facilities and infrastructure, the government can ensure that children in all parts of the country have equal access to education. In addition to physical infrastructure, government policies that support the provision of special facilities for people with disabilities also improve accessibility for students with special needs (Darling-Hammond, 2000) .

Policies on financial aid and education subsidies also play an important role in improving accessibility. The cost of education is often a major obstacle for many families, especially those in low economic conditions. With scholarship policies, tuition assistance or the elimination of tuition fees at certain levels, the government can reduce the financial burden faced by underprivileged families. This allows more children to

obtain an education, regardless of their parents' economic condition (Deci & Ryan, 2000).

Education policies relating to curriculum and teaching quality also have an impact on accessibility. An inclusive curriculum, for example, that accommodates the different cultural backgrounds and needs of students, can create a more equitable learning environment. In addition, policies that support the improvement of teaching quality with continuous teacher training ensure that all students, no matter where they are located, get a quality education (Hanushek & Woessmann., 2015)

The use of technology in education has become an increasingly important policy in the digital era. By introducing policies that promote the use of technology and online learning, governments can extend the reach of education to areas that may be difficult for conventional education to reach. Technology also allows access to more diverse teaching materials and innovative teaching methods, thus increasing accessibility for all students (Irwan et al., 2024) ; (Sartika & Fransiska, 2024) ; (Juliani & Aslan, 2024) .

Finally, effective education policies require continuous evaluation and monitoring to ensure that the goal of improving accessibility is achieved. The government should regularly evaluate the impact of implemented policies and be adaptive to the changing needs of society. Through these evaluations, policies can be improved and adjusted to be more effective in addressing remaining barriers and ensuring fair and equitable access to education for all individuals at every level of society (Masino & Niño-Zarazúa., 2016)

Thus, the implementation of appropriate and comprehensive education policies has great potential in improving education accessibility. Policies that focus on infrastructure, financial aid, teaching quality and technology can reduce the barriers that prevent many individuals from accessing quality education, thus supporting the development of better human resources for the future.

The influence of education policy on learning quality

Education policy has a very important role in determining the direction and quality of learning in a country. Through the right policies, the government can ensure that the education process runs well and produces competent graduates. Well-formulated education policies are also able to answer the challenges of the times and the needs of society, as well as increase national competitiveness in the global arena (World Bank, 2018) .

One aspect that is strongly influenced by education policy is the curriculum. A curriculum that is prepared based on a comprehensive policy will be able to provide a relevant knowledge and skills base for students. Regular curriculum updates need to be carried out to adapt to the development of knowledge and technology, as well as the dynamics of labour market needs. A dynamic education policy will ensure that the

teaching materials provided in schools are always up-to-date and applicable (Thapa et al., 2013).

Apart from the curriculum, education policies also affect the quality of the teaching force. Training and professional development programmes for teachers are among the policies that can improve their ability to teach. Qualified teachers will create a conducive learning environment and be able to provide effective learning. Policies that support teachers' welfare are also important so that they can focus on teaching and developing themselves without being distracted by economic problems (Smith, 2021).

Appropriate and equitable distribution of the education budget is also an important policy that affects the quality of learning. Schools in remote or underprivileged areas are often left behind in terms of facilities and resources. With a budget policy that focuses on equity, students in all parts of the country will get equal learning opportunities. Access to technology, books and adequate laboratories will help make learning more effective and enjoyable (Ball et al., 2012).

The implementation of the school zoning policy is also a strategy designed to reduce educational disparities. This policy aims to ensure that every child has access to a quality school without having to travel long distances. With the zoning system, schools are also expected to be able to develop educational potential equally in each region. However, the zoning policy must be supported by improvements in school infrastructure and improved teaching quality so that the goal of equalising learning quality can be achieved (McLeod, 2017).

Overall, a good education policy should cover aspects of curriculum, teaching staff development, budget distribution, and equitable access to education. The effectiveness of these policies will determine how the education system in a country can respond to the challenges of the times and the needs of society. Therefore, the making and implementation of education policies must be carried out with in-depth studies and involve various stakeholders so that the quality of learning can be continuously improved.

Conclusion

Education policy has a significant impact on accessibility and quality of learning. Well-formulated policies can ensure that all students, regardless of social and economic background, have equal access to quality education. This includes equitable budget distribution, development of education infrastructure in remote areas, and provision of adequate facilities and resources to support the teaching and learning process.

In addition, education policies that encourage professional development and teacher welfare are crucial in improving the quality of learning. Teachers who have good pedagogical skills and fulfilled welfare will be more motivated to provide effective and innovative learning. Policies that support regular curriculum updates also ensure that educational materials are always relevant to the times and the needs of society.

In general, the implementation of a holistic and inclusive education policy is the key to achieving a fair and quality education system. Through a comprehensive and sustainable policy, it is expected that every student can obtain a quality education and be able to compete at the national and global levels. Therefore, synergy between the government, educators and the community is needed to formulate and implement effective and sustainable education policies.

References

- Ball, S. J., Maguire, M., & Braun, A. (2012). *How Schools Do Policy: Policy Enactments in Secondary Schools*. Routledge.
- Buchanan, J., & Chapman, A. (2011). Policy and Educational Outcomes: The Impact of School Improvement Plans on Student Achievement. *Educational Policy*, 25(1), 200–221.
- Darling-Hammond, L. (2000). Teacher Quality and Student Achievement: A Review of State Policy Evidence. *Education Policy Analysis Archives*, 8 (1). <https://doi.org/10.14507/epaa.v8n1.2000>
- Deci, E. L., & Ryan, R. M. (2000). The 'What' and 'Why' of Goal Pursuits: Human Needs and the Self-Determination of Behaviour. *Psychological Inquiry*, 11 (4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- Eccles, J. S., & Wigfield, A. (2002). Motivational Beliefs, Values, and Goals. *Annual Review of Psychology*, 53 (1), 109–132. <https://doi.org/10.1146/annurev.psych.53.100901.135153>
- Fawait, A., Siyeh, W. F., & Aslan, A. (2024). ISLAMIC EDUCATION MANAGEMENT STRATEGIES IN IMPROVING THE QUALITY OF LEARNING IN MADRASAS. *Indonesian Journal of Education (INJOE)*, 4(2), 657–665.
- Galvan, J. L., & Galvan, M. C. (2017). *Writing Literature Reviews: A Guide for Students of the Social and Behavioural Sciences* (7th ed.). Routledge.
- Grant, M. J., & Booth, A. (2009). A Typology of Reviews: An Analysis of 14 Review Types and Associated Methodologies. *Health Information and Libraries Journal*, 26(2), 91–108.
- Guna, B. W. K., Yuwantiningrum, S. E., Firmansyah, S, M. D. A., & Aslan. (2024). Building Morality and Ethics Through Islamic Religious Education In Schools. *IJGIE (International Journal of Graduate of Islamic Education)*, 5 (1), 14–24. <https://doi.org/10.37567/ijgie.v5i1.2685>
- Hanushek, E. A., & Woessmann, L. (2015). *The Knowledge Capital of Nations: Education and the Economics of Growth*. MIT Press.
- Iksal, I., Hayani, R. A., & Aslan, A. (2024). STRENGTHENING CHARACTER EDUCATION AS A RESPONSE TO THE CHALLENGES OF THE TIMES. *Indonesian Journal of Education (INJOE)*, 4(3), 761–774.
- Irwan, I., Arnadi, A., & Aslan, A. (2024). DEVELOPING CRITICAL THINKING SKILLS OF PRIMARY SCHOOL STUDENTS THROUGH INDEPENDENT CURRICULUM LEARNING. *Indonesian Journal of Education (INJOE)*, 4 (3), Article 3.

- Judijanto, L., & Aslan, A. (2024). GLOBALISATION AND THE EROSION OF TRADITION: MODELLING THE IMPACT OF GLOBAL CULTURE ON LOCAL CUSTOMS. *MUSHAF JOURNAL: Journal of Quranic and Hadith Sciences*,4 (3), Article 3.
- Judijanto, L., & Aslan, A. (2025). ADDRESSING DISPARITIES IN MULTISECTORAL EDUCATION: LEARNING FROM AN INTERNATIONAL LITERATURE REVIEW. *Indonesian Journal of Education (INJOE)*,5 (1), Article 1.
- Juliani, J., & Aslan, A. (2024). THE BASICS OF CURRICULUM DEVELOPMENT: CURRICULUM FROM THE ASPECTS OF IMTAQ AND IPTEK. *International Journal Of Humanities, Social Sciences And Business (INJOSS)*, 3(2), 299–309.
- Masino, S., & Niño-Zarazúa, M. (2016). What Works to Improve the Quality of Student Learning in Developing Countries? *International Journal of Educational Development*, 48, 53–65.
- Maslow, A. H. (1943). A Theory of Human Motivation. *Psychological Review*,50 (4), 370-396. <https://doi.org/10.1037/h0054346>
- McLeod, S. A. (2017). Kolb-Learning Styles. *Simply Psychology*,1 . <https://doi.org/10.1002/9781118784235.eelt0156>
- Puspitasari, N. D., & Aslan, A. (2024). TRANSFORMATION OF ORGANISATIONAL COMMUNICATION THROUGH DIGITAL TECHNOLOGY: A STUDY OF RECENT LITERATURE. *Journal of Communication*,2 (12), Article 12.
- Sartika, E., & Fransiska, F. W. (2024). UNDERSTANDING THE STUDENTS' ENGLISH LEARNING ACHIEVEMENT AND HOME ENVIRONMENT SUPPORTS DURING SCHOOL CLOSURE TO RESPOND TO THE PANDEMIC AT PRIVATE MADRASAH TSANAWIYAH AT-TAKWA SAMBAS. *International Journal of Teaching and Learning*, 2(4), 939–953.
- Sitopu, J. W., Khairani, M., Roza, M., Judijanto, L., & Aslan, A. (2024). THE IMPORTANCE OF INTEGRATING MATHEMATICAL LITERACY IN THE PRIMARY EDUCATION CURRICULUM: A LITERATURE REVIEW. *International Journal of Teaching and Learning*,2 (1), Article 1.
- Smith, E. (2021, May 5). *The role of AI in achieving sustainable development goals. Sustainability AI*. <https://doi.org/10.1109/sustainabilityai.2021>
- Syakhani, A. W., & Aslan, A. (2024). THE IMPACT OF INFORMAL FAMILY EDUCATION ON CHILDREN'S SOCIAL AND EMOTIONAL SKILLS. *Indonesian Journal of Education (INJOE)*, 4(2), 619–631-619–631.
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A Review of School Climate Research. *Review of Educational Research*,83 (3), 357-385. <https://doi.org/10.3102/0034654313483907>
- Torraco, R. J. (2005). Writing Integrative Literature Reviews: Guidelines and Examples. *Human Resource Development Review*, 4(3), 356–367.
- World Bank. (2018). *World Development Report 2018: Learning to Realise Education's Promise*. World Bank Publications.
- Zimmerman, B. J. (2000). Self-Efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology*,25 (1), 82-91. <https://doi.org/10.1006/ceps.1999.1016>