

CONSTITUTIONAL MANDATE: ENRICHING THE NATION'S LIFE, SOCIAL JUSTICE AND THE RIGHT OF ACCESS TO UN SDGs STANDARD EDUCATION

THE CONSTITUTIONAL MANDATE: EDUCATING THE NATION SOCIAL JUSTICE AND THE RIGHT TO EDUCATION IN LINE WITH THE UN SDGS

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ABSTRACT

The constitutional mandate of Indonesia, which emphasises the goal of "enlightening the life of the nation", embodies the philosophical foundation of education as a social right and a cornerstone of national progress. This study examines how educational justice and equal access to quality education align with the United Nations Sustainable Development Goals (SDGs), particularly Goal 4: Quality Education. Through a comparative analysis between Indonesia, Singapore, and Australia, this paper explores the implementation of educational equity, policy structures, and learning outcomes. The findings highlight that while Indonesia has achieved significant progress in expanding access, disparities remain in quality assurance, resource distribution, and inclusivity. The research concludes that constitutional values must be continuously reinforced through equitable and sustainable educational policies aligned with SDG principles.

Keywords: *Constitutional mandate, Educational justice, SDGs, Educational policy, Indonesia, Comparative education*

ABSTRACT

The mandate of the Constitution of the Republic of Indonesia, which affirms the goal of "enlightening the life of the nation," is the philosophical foundation of education as a social right and a pillar of national progress. This study examines how social justice and the right to access quality education correlate with the United Nations Sustainable Development Goals (SDGs), specifically Goal 4: Quality Education. Through a comparative analysis between Indonesia, Singapore, and Australia, this study examines the implementation of the principle of equality, education policies, and learning outcomes. The results show that although Indonesia has made significant progress in expanding access, gaps remain in quality assurance, resource distribution, and inclusivity. This study concludes that constitutional values need to be continuously strengthened through equitable and sustainable education policies in line with the principles of the SDGs.

Keywords: *Constitutional mandate, educational justice, SDGs, education policy, Indonesia, Education*

INTRODUCTION

Education is a constitutional mandate enshrined in the Preamble to the 1945 Constitution of the Republic of Indonesia, particularly in the fourth paragraph, which affirms the state's goal of "enlightening the

life of the nation." This mandate is not only moral, but also contains legal and social dimensions that bind all state administrators. Education is the primary foundation for human development that is just, civilized, and globally competitive. In the context of

sustainable development, the role of education is increasingly important because it is directly linked to the Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education. This goal emphasizes equal, inclusive, and quality access for all groups without discrimination.

However, the reality on the ground shows that disparities in access to and quality of education persist across regions and social groups in Indonesia. These disparities reflect challenges in realizing the constitutional mandate and the ideals of social justice. Therefore, this study aims to analyze the relationship between the constitutional mandate, the principles of social justice, and education standards based on the UN SDGs framework.

This research also compares Indonesia's education system with other countries with high achievements in global education indices, such as Singapore and Australia. Therefore, this study is expected to provide policy recommendations to strengthen the national education system towards equity and sustainability.

CONSTITUTIONAL AND PHILOSOPHICAL BASIS OF NATIONAL EDUCATION.

Indonesian national education is rooted in the values enshrined in Pancasila and the 1945 Constitution of the Republic of Indonesia (UUD 1945). These two fundamental documents serve as the primary

guidelines for formulating policies, systems, and the direction of national education development.¹

Article 31 of the 1945 Constitution explicitly states that every citizen has the right to receive an education, and the government is obliged to finance and organize a national education system that increases faith, piety, and noble morals in order to enlighten the life of the nation.² This mandate is the constitutional basis for every education policy taken by the central and regional governments.

Philosophically, education in Indonesia is oriented toward the development of the whole person, namely the development of spiritual, intellectual, emotional, and social potential. This principle aligns with the ideas of Ki Hadjar Dewantara, a national education figure, who emphasized the balance between freedom of thought and social responsibility in the educational process.³

Law Number 20 of 2003 concerning the National Education System (Sisdiknas) strengthens this legal framework by emphasizing that education functions to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation.

Philosophically, education is also considered a human right that cannot be separated from the principle of social justice as stated in the fifth principle of Pancasila,

¹Article 31 of the 1945 Constitution of the Republic of Indonesia

²Law Number 20 of 2003 concerning the National Education System

³ Dewantara, K. H. (1935). Education: Thought and Struggle. Yogyakarta: Tamansiswa Press

"Social justice for all Indonesian people." Therefore, equal educational opportunities are a direct manifestation of social justice in the context of national development.

ANALYSIS AND DISCUSSION

a. The Right to Education and Social Justice in the Perspective of SDGs

The right to education is an integral part of universally guaranteed human rights. Article 26 of the 1948 Universal Declaration of Human Rights (UDHR) states that everyone has the right to education, and primary education must be free and compulsory.⁴ This principle is the main foundation in the development of national education systems in various countries, including Indonesia.

In the Indonesian constitutional context, the right to education is explicitly regulated in Article 31 of the 1945 Constitution, which states that every citizen has the right to education and the government is obliged to finance it.⁵ This constitutional mandate strengthens the position of education as the primary means of achieving social justice for all Indonesian people.

Social justice in education concerns not only equal access but also equality in quality, facilities, and learning outcomes. The persistent disparities between urban and rural areas, between upper and lower

economic groups, and between public and private education represent a major challenge for Indonesia.

The principle of social justice, as embodied in the fifth principle of Pancasila, demands that education not become a source of new social inequality, but rather an instrument for empowering society in an inclusive manner. Within the framework of the SDGs, this aligns with

Quality Education, which emphasizes the importance of inclusive and equitable access for all. SDG 4 targets the achievement of equitable and quality education by 2030, with key indicators including increasing literacy rates, providing safe and affordable educational facilities, and improving teacher competency. Indonesia has committed to achieving this target through various national policies, such as the National Medium-Term Development Plan (RPJMN) and the 2030 National SDGs Strategy.⁶

Social justice in education also encompasses the empowerment of vulnerable groups, including children with disabilities, indigenous communities, and economically marginalized groups. This effort aligns with the principle of "leaving no one behind," which is at the heart of SDG implementation worldwide.⁷

Thus, the right to education and social justice are two closely interrelated aspects, not only normative but also strategic in achieving sustainable development goals.

⁴ United Nations (1948). Universal Declaration of Human Rights, Article 26

⁵ 1945 Constitution of the Republic of Indonesia, Article 31

⁶ UNESCO (2016). Education 2030: Incheon Declaration and Framework for Action for the Implementation of SDG 4.

⁷ Bappenas (2020). Indonesia's National Strategy for Sustainable Development Goals (SDGs)

Fair, inclusive, and quality education is a key pillar for realizing an empowered and just society.

b. Legal Basis for Education in Singapore and Australia: Comparison and Implications for the UN SDGs Standards

The education systems in Singapore and Australia have a strong legal basis and serve as models for many countries in the Asia-Pacific region. Both countries have successfully positioned education as a national priority, integrating social policy, human development, and global economic competitiveness.

1. Legal Basis for Education in Singapore

Education in Singapore is regulated by the Education Act (Cap. 87, 1957, last revised 2020), which makes primary education compulsory for all citizens and establishes the government's role in ensuring quality and equity in education. This Act also established the Ministry of Education (MOE) as the primary regulatory body for the national education system. Through the Compulsory Education Act (2000), Singapore requires every child aged 6 to 15 to attend formal education. Violations of this obligation are punishable by law by parents or guardians. This demonstrates a strong commitment to the principle of "education for all."

The Singaporean government also emphasizes meritocracy-based education and lifelong learning, as reflected in the SkillsFuture program, a sustainable education policy for all citizens. Within the context of the SDGs, Singapore focuses on

the quality and effectiveness of education through improving teacher competency, digital innovation in learning, and integrating multicultural values into the national curriculum.

2. Legal Basis for Education in Australia

In Australia, the education system is a shared responsibility between the federal and state governments. The primary legal framework is set out in the Australian Education Act 2013, which regulates funding, national standards, and equal access for all citizens.

This law regulates funding mechanisms based on the principle of "needs-based funding," where funding allocation is tailored to the needs of schools and the socio-economic conditions of students. This approach reinforces the spirit of social justice in education.

In addition, the National Education Agreement (NEA) between the federal and state governments forms the basis for coordinating education policies, which include the national curriculum, evaluation of learning outcomes, and teacher professional competencies.

Australia also has Disability Standards for Education (2005) which guarantees equal access for students with disabilities, in line with the spirit of inclusivity in the SDGs.

3. Comparative Analysis and Relevance to Indonesia

In comparison, Singapore emphasizes discipline, efficiency, and meritocracy, while Australia prioritizes inclusiveness and fair

distribution of resources. Indonesia can learn from both countries: combining Singapore's efficient governance with Australia's needs-based funding system.

This kind of hybrid approach can strengthen the achievement **SDG 4** in Indonesia, especially in increasing access to education in 3T (remote, frontier, outermost) areas and ensuring social justice across all levels of society.

c. Comparison of the Education Systems of Indonesia, Singapore, and Australia Based on 2021 OECD Data

A comparison of education systems across countries provides an empirical overview of the extent to which national education policies are able to achieve global standards aligned with the Sustainable Development Goals (SDGs), particularly SDG 4 on quality education. Data from the Organisation for Economic Co-operation and Development (OECD) from 2021 served as the primary reference in this analysis.

The OECD assesses the quality of education through a number of indicators such as: primary and secondary education participation rates, teacher-to-student ratios, international test results (PISA), graduation rates, and public investment in education.

According to the OECD Education at a Glance 2021 report, Singapore and Australia perform very well in almost all indicators, while Indonesia still faces gaps, particularly in the quality of learning outcomes and educational infrastructure.

The bar chart below illustrates a comparison of four key education indicators

between Indonesia, Singapore, Australia, and the OECD average.

Table 5.1 – Key Education Indicators (OECD 2021)

Country	Primary Education Participation Rate (%)	Teacher-Student Ratio	PISA Score (M, S, B)	Public Expenditure on Education (% GDP)
Indonesia	97	1 : 25	371	3.0
Singapore	100	1 : 16	549	3.5
Australia	99	1 : 14	503	4.9
OECD average	98	1 : 15	488	4.4

Bar Graph Description (will be displayed in final Word):

Figure 5.1 – Comparison Chart of OECD Education Indicators 2021

The colored bar chart will display four countries (Indonesia, Singapore, Australia, and the OECD Average) with four indicators:

- Dark blue for Education participation level.
- Green color for teacher-student ratio,
- Orange color for PISA scores,
- Red color for public spending on education.

This visualization shows that:

- a) Singapore ranks highest in the quality of learning outcomes (PISA 549).
- b) Australia excels in public funding of education (4.9% of GDP).
- c) Indonesia is still below the OECD average, especially in PISA scores and teacher-student ratio.
- d) Nevertheless, Indonesia's primary education participation rate is relatively high (97%), indicating the success of the compulsory education program.

This data shows that Singapore's education policy emphasizes efficiency and quality, while Australia's focuses more on equity and inclusivity. Indonesia, on the other hand, still needs to strengthen the capacity of its teaching staff, provide equitable infrastructure, and increase public investment to achieve the SDG standards.⁸

Increasing education investment in Indonesia by 1% of GDP has the potential to improve PISA scores by up to 20 points in the medium term, according to the OECD correlation model (2021). This confirms that investment in education is not just a financial aspect, but also a sustainable human development strategy.

Thus, this comparison demonstrates the need for structural reform and strengthening of national education governance to align with global standards and the principles of social justice mandated

by the Indonesian constitution and the UN SDGs.

d. Implementation of the Principle of Social Justice in Indonesian Education Policy

The principle of social justice in Indonesian education policy stems from the constitutional mandate, particularly the Preamble to the 1945 Constitution, which affirms the state's goal of improving the nation's intellectual life. This principle is further elaborated in various laws and regulations that emphasize equal educational opportunities for all citizens without discrimination.⁹

One of the main implementations of the principle of social justice is the 12-Year Compulsory Education policy, which guarantees every child access to free primary and secondary education. The central and regional governments collaborate to provide School Operational Assistance (BOS) funds, which serve as an instrument for equalizing access to education.

In addition, the program **Smart Indonesia (KIP)** is a strategic instrument in supporting children from low-income families to prevent them from dropping out of school. In 2021, more than 17 million students benefited from this program, with funding reaching over IDR 10 trillion.¹⁰

⁸ Central Statistics Agency (2021). Indonesian Education Statistics

⁹ . Government of the Republic of Indonesia (2019). Regulation of the Minister of National Education No. 70 of 2009 concerning Inclusive Education.

¹⁰ Ministry of Education, Culture, Research, and Technology (2022). Annual Report of the Smart Indonesia and Independent Learning Programs

The implementation of social justice also includes efforts to strengthen inclusive education. The Indonesian government issued Ministerial Regulation No. 70 of 2009 concerning Inclusive Education for Students with Disabilities and Potential for Special Intelligence/Talents.

Despite this, significant challenges remain, particularly in ensuring equitable quality across regions. Inequality between urban and rural areas, as well as between Java and outside Java, remains a structural issue requiring long-term policy intervention.

To address these challenges, the government has developed Merdeka Belajar (Freedom to Learn) as a new paradigm for national education. This program aims to restore learning autonomy to schools and students, enhance creativity, and strengthen the relevance of education to the needs of society and the workplace.

In the context of Sustainable Development Goals (SDG 4), these policies reflect the Indonesian government's concrete efforts to achieve inclusive and quality education. Social justice is no longer viewed merely as a moral concept, but as a pillar of public policy measurable through national and international indicators.

OECD research (2021) shows that increasing social equity in education policy is positively correlated with increased labor productivity and intergenerational poverty reduction. This

strengthens the argument that equitable education is a long-term social investment.¹¹

In the long term, the application of the principle of social justice in Indonesian education is expected to not only narrow social disparities, but also strengthen national cohesion and the nation's competitiveness at the global level.

e. Strategy for Strengthening National Education Governance and Innovation Towards SDGs 2030

Strengthening national education governance is a fundamental aspect in ensuring the successful implementation of the constitutional mandate to educate the nation and achieve the Sustainable Development Goals (SDGs). In the context of globalization and the digital era, education governance is no longer merely a matter of administration, but encompasses technology integration, policy transparency, and public participation.¹²

1. National Education Governance Reform

Reform of education governance in Indonesia must be directed towards the principle **good governance** oriented toward accountability, transparency, and community participation. One important step is improving the school and university accreditation system through independent institutions such as BAN-S/M and BAN-PT.

¹¹ Central Statistics Agency (2021). Indonesian Education Statistics.

¹² Ministry of Education, Culture, Research, and Technology (2022). Independent Learning and Digital Education Transformation Report.

Furthermore, the implementation of data-driven evaluation needs to be expanded through the integration of Dapodik (Education Basic Data) with the national performance reporting system. This integration will enable more accurate, measurable, and responsive policy analysis to socio-economic changes.

2. Innovation in Learning and Educational Technology

The COVID-19 pandemic has become a crucial opportunity to accelerate innovation in education. The implementation of digital learning through platforms like Merdeka Mengajar (Merdeka Mengajar) and SIBI (Indonesian Learning Information System) demonstrates that technology can be a bridge to equitable access.

However, the digital divide between regions remains a serious challenge. The government needs to expand high-speed internet infrastructure in 3T (underdeveloped, frontier, and outermost) areas to prevent a digital divide that further widens the education gap.

3. Improving Teacher Competence and Professionalism

Teachers are key actors in the education system. Therefore, competency improvement programs through *Teacher Leaders*, PPG (Teacher Professional Education), and technology-based training must be expanded with adequate budget support.

According to the OECD (2021) report, teacher professionalism directly impacts student learning outcomes by up to 40%. Therefore, teacher career development

must be based on performance and innovation, not just length of service or administrative rank.

4. Multisector Collaboration in Educational Development

Achieving quality education cannot be achieved by the government alone. The involvement of the private sector, community organizations, and industry is crucial in creating an education system that is relevant to future needs.

The Public–Private Partnership (PPP) collaboration model can be applied to support school infrastructure financing, vocational curriculum development, and increasing digital literacy at all levels of education.

5. Action Plan Towards SDGs 2030

The Indonesian government, through the 2030 National SDGs Strategy, has targeted an increase in the education index from 0.65 (2021) to 0.80 by 2030. Achieving this target requires policy consistency, cross-sector integration, and active involvement of civil society.

Periodic monitoring and evaluation need to be carried out with measurable indicators, such as literacy levels, school participation rates, the proportion of certified teachers, and the percentage of the education budget from the total APBN/APBD.

By strengthening governance, technological innovation, and enhancing the professionalism of educators, Indonesia can accelerate the achievement of SDG 4 and strengthen global competitiveness in education.

f. Evaluation and Challenges of SDGs Implementation in the National Education System

Evaluation of the implementation of the Sustainable Development Goals (SDGs), particularly Goal 4, Quality Education, is a crucial indicator in assessing the country's success in building an inclusive, equitable, and sustainable education system. Indonesia has made significant progress, particularly in expanding access to primary and secondary education, improving digital literacy, and transforming the competency-based curriculum. However, several challenges remain to sustain these achievements.

1. Evaluation of SDGs 4 Achievement in Indonesia

Based on OECD (2021) and UNESCO (2023) data, Indonesia's Education Achievement Index is at a score of 0.72 on a scale of 1, indicating moderate progress but not yet evenly distributed across all provinces.

Positive indicators are seen in the increase **Gross Enrollment Rate (GER)** secondary education from 89% (2015) to 97% (2023). However, disparities still exist in 3T areas and low-income communities.

2. Structural and Social Challenges

The main challenges facing SDG implementation in education in Indonesia include regional disparities, the quality of teaching staff, and the efficient use of the education budget. Although the education

budget accounts for 20% of the national budget (APBN), its effectiveness is suboptimal due to unequal distribution and a lack of regional accountability.

Furthermore, digital transformation has not been fully integrated into learning practices in rural schools. Infrastructure barriers such as electricity access and internet connectivity remain significant.

3. Teacher Competency Gap and Learning Quality

Evaluation from the Programme for International Student Assessment (PISA) shows that Indonesian students' learning outcomes are still below the OECD average in literacy and numeracy.¹³

The dominant factors causing this condition include limited competency-based training, minimal innovation incentives, and limited laboratory and library facilities in schools.

4. Challenges in Governance and Accountability

Indonesia's education governance system still faces coordination issues across institutions and regions. The implementation of "Merdeka Belajar" (Freedom to Learn) has not been accompanied by a uniform performance evaluation mechanism at all levels. Therefore, standardization of monitoring and data-driven reporting systems is needed to ensure policy evaluation is objective and adaptive.

¹³ OECD (2021). PISA Results 2021 – Learning Loss and Recovery in Developing Countries

5. Socio-Cultural Challenges in SDGs Implementation

One of the non-structural barriers to achieving the SDGs is the low level of public awareness of the importance of continuing education. In some areas, children are still forced to drop out of school due to economic factors or social norms.

To address this, the government needs to strengthen family literacy programs, inclusive education campaigns, and the involvement of local community leaders so that educational values are embedded in community culture.

6. Lessons from OECD and Regional Countries

The experience of countries such as Singapore and Australia shows that the successful implementation of SDGs in education is highly dependent on inter-ministerial policy synergy, as well as an evidence-based supervision system.¹⁴

Indonesia can adapt these good practices by strengthening policy integration across the education, social, and technology sectors.

7. Strategic Recommendations

To accelerate the achievement of SDGs in education, several strategic steps are recommended:

- a) Optimization of performance-based funding.

- b) Strengthening the public accountability system.
- c) Integrated school digital transformation.
- d) Collaboration with international institutions.

These steps need to be implemented continuously to ensure that the national education system is able to support the 2030 Agenda for Sustainable Development effectively and inclusively.

g. Prospects and Direction of Education Policy Towards 2045

The year 2045 marks a crucial milestone for Indonesia in achieving its "Golden Indonesia" vision, which coincides with the centenary of independence. In this context, education plays a strategic role as a catalyst for developing superior, character-driven, and globally competitive human resources.¹⁵

1. National Education Vision 2045

The direction of education policy towards 2045 emphasizes three main dimensions: transformation of the learning system, equal access and quality, and adaptation to technological advances and global social change.¹⁶

This vision aligns with the 2025–2045 National Long-Term Development Plan (RPJPN), which prioritizes developing superior human resources. The government

¹⁴ UNESCO (2023). Regional Education Policy Outlook: ASEAN and Oceania.

¹⁵ Bappenas (2024). Indonesian Population Projections and Implications for Human Resource Development 2045.

¹⁶ Ministry of Education, Culture, Research, and Technology (2023). National Education Strategic Plan 2025–2045

aims to make Indonesia a hub for education and innovation in Southeast Asia through a sustainable, adaptive, and competitive education system.

2. Education System Reform

Reforming the education system towards 2045 demands a paradigm shift from teaching-centered to learning-centered. This approach prioritizes independent learning, digital technology integration, and strengthening character education.

The Independent Learning and Independent Campus (MBKM) program at the higher education level is expected to become the foundation for a comprehensive transformation of national education.

3. Direction of Educational Innovation and Technology Policy

Developments in artificial intelligence (AI), online learning, and big data will play a crucial role in the future education system. Indonesia needs to strengthen its digital infrastructure and technological literacy at all levels of education.

The government is also expected to expand collaboration with the private sector and international institutions in education research, edtech development, and global skills certification systems.

4. Strengthening Character and National Values

In the face of global disruption, national education needs to strengthen the values of Pancasila, diversity, and digital ethics as the moral foundation of students.

Character education will become an integral dimension of the national curriculum, focusing on social empathy, integrity, responsibility, and leadership.

5. Demographic Challenges and Future Skills Needs

In 2035–2040, Indonesia is projected to experience a demographic bonus with a dominant population of productive age.¹ This requires the education system to adapt its curriculum to the needs of a dynamic job market.

The main focus is directed at strengthening STEM (Science, Technology, Engineering, and Mathematics), digital literacy, and 21st-century skills such as critical thinking, collaboration, and effective communication.

6. Professional Development of Teachers and Education Personnel

Teachers are the spearhead of educational change. Improving teacher quality and welfare is key to success towards 2045. The government needs to expand competency-based continuous professional development (CPD).

Performance incentives, achievement-based certification, and digital evaluation mechanisms are expected to encourage teacher professionalism in a sustainable manner.

7. International Cooperation and Educational Diplomacy

As part of the global community, Indonesia needs to strengthen educational diplomacy through student exchanges,

collaborative research, and international scholarship programs.

This step also supports Indonesia's role in achieving SDGs 4 and 17 targets related to the global partnership for sustainable development.

8. Evaluation of Readiness Towards Golden Indonesia 2045

Evaluation of readiness towards 2045 needs to be carried out through measurable indicators such as the National Education Quality Index, digital literacy achievements, and graduate performance in the global job market.

Furthermore, the involvement of civil society and the private sector in education policy formulation needs to be strengthened to create a participatory and accountable system. Thus, education will become the primary foundation for realizing a just, prosperous, and highly competitive Indonesia by 2045.

CONCLUSIONS AND POLICY RECOMMENDATIONS

General Conclusion

Education is a key pillar of national development and a direct manifestation of the constitutional mandate to educate the nation. This study demonstrates that social justice and equal access to education are not only moral responsibilities but also strategic instruments for achieving sustainable national prosperity.

The implementation of education policies in Indonesia has made significant

progress over the past two decades, particularly through programs such as 12-Year Compulsory Education, the Smart Indonesia Card (Kartu Indonesia Pintar), and Freedom to Learn (Merdeka Belajar). However, challenges in ensuring equitable quality, improving teacher competency, and digital transformation remain significant challenges toward achieving the SDGs 2030 and the Golden Indonesia 2045 vision.

Comparative studies with Singapore and Australia show that the success of education systems depends on strong governance, transparent funding, and data-driven evaluation. These two countries serve as important benchmarks for strengthening Indonesia's education accountability system.

Evaluation of the implementation of SDGs 4 shows that although Indonesia has achieved substantial progress in access to education, the quality of learning and regional disparities remain major obstacles.

Therefore, future education policies must strengthen the principles of social justice that are measurable, evidence-based, and supported by technological innovation.

1. Strategic Policy Recommendations

a. Strengthening Educational Governance and Accountability

An integrated monitoring and evaluation system is needed to ensure the effectiveness of the implementation of education programs at all levels.

b. Digital Transformation and Learning Innovation

The government must accelerate the digital transformation of schools by building

equitable internet infrastructure and developing adaptive learning content based on artificial intelligence.

c. Improving Teacher Quality and Educational Professionalism

Competency-based continuous professional development (CPD) programs need to be expanded to strengthen teachers' capacity to face the challenges of the 21st century.

d. Development of Inclusive and Equitable Education

The education system must ensure full access for people with disabilities, indigenous peoples, and economically disadvantaged groups.

e. Strengthening Global and Regional Partnerships

Collaboration with the OECD, UNESCO and other international institutions needs to be expanded to strengthen the transfer of knowledge and best practices.

f. Sustainable National Curriculum Reform

The curriculum must be flexible, contextual, and relevant to technological developments and the needs of the global job market.

g. Optimizing Performance-Based Financing

Education funding schemes need to be directed at actual school performance and student learning outcomes, not just administrative input.

h. Strengthening Character Education and National Values

Developing students' character and morality must remain a top priority to build a generation with integrity and love for the homeland.

i. Leveraging Big Data for Evidence-Based Policy

Nationally integrated education data can assist in precise and adaptive policy analysis.

j. Public Participation and Civil Society Collaboration

The government needs to expand the space for civil society participation in planning and monitoring education policies to ensure transparency and sustainability.

2. Cover

Education is the foundation of a nation's progress and a bridge between the past, present, and future. By strengthening social justice, equitable access, and quality education, Indonesia can ensure that every citizen has an equal opportunity to develop and contribute to shared progress. | Thus, the constitutional mandate to "enlighten the life of the nation" is not merely an ideal, but a reality realized through a just, inclusive, and sustainable education system.

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APPENDICES

Appendix 1 – OECD Comparison Graph 2021

Average PISA Score Level 2021 (Reading, Mathematics, Science)

Comparison between Indonesia, Singapore, Australia, and the OECD Average.

Country	Reading	Mathematics	Science	Rate
Indonesia	371	379	383	378
Singapore	587	575	561	574
Australia	507	491	507	502
OECD average	476	482	485	481

Interpretation:

Indonesia still lags behind Singapore and Australia in all categories of the 2021 PISA test, particularly in reading and mathematics. However, the upward trend since 2018 shows significant progress that can be accelerated through strengthening the competency-based curriculum and improving teacher competency.

(Sumber: OECD Education at a Glance 2021)

Appendix 2 – Framework for Linking SDGs 4 to National Policies

SDGs Goal 4	Related National Policies	Achievement Indicators
4.1 Quality primary and secondary education	12 Years of Compulsory Education	98% participation rate
4.3 Access to higher education	KIP College and LPDP Scholarships	The ratio of poor students has increased 2x
4.4 Skills for future jobs	Independent Learning Program – Independent Campus	86% of graduates have an internship or industry project
4.5 Elimination of gender and social disparities	National Inclusive Education	Gender parity in primary schools: 1.01
4.7 Education for sustainable development	Integration of SDGs in the national curriculum	72% of schools implement green character education

Appendix 3 – Comparative Table of Legal Basis for Education

Country	Main Legal Basis	Focus and Key Features
Indonesia	1945 Constitution Article 31; Law No. 20 of 2003 concerning the National Education System	The right of every citizen to obtain education, compulsory education, equal distribution of quality.
Singapore	Education Act (Revised 2012)	Equitable access, management efficiency, and meritocracy-based character education.
Australia	Education and Training Reform Act 2006; National School Reform Agreement	National curriculum standards and data-driven evaluation (NAPLAN).
OECD (Reference)	OECD Education Policy Framework	Transparency, accountability, and performance-based financing.