

## **IMPLEMENTATION POLICY AND PROBLEMS IN BASIC EDUCATION**

**Evi Rizqi Salamah, M.Pd**  
[evirizqis@stkipkim.ac.id](mailto:evirizqis@stkipkim.ac.id)

### **A. Introduction**

Education Policy provides direction for educational activities. Education policy formulation provides a forum for implementing it according to (Winstead, 2009) the most important thing in a policy lies in planning. Planning is the initial act as policy formulation but does not precede implementation. However, educational policies and the achievement of goals are not always in line with expectations, because there are often obstacles in the implementation process. This is also explained in an observation made by Governor Oyakhilome of Rivers State Nigeria for Educational Administration and Planning in 1986. As a professional in the field of education, it may be important to identify problems and implementation errors (Fides & Carol, 2015) . Policy implementation in the field of education is the main thing nationally and globally and has become the center of attention of western countries. This study aims to analyze and examine the implementation and problems of basic education policies in western countries. With the hope that it can be useful for other countries for the progress and implementation of policies in their country.

### **B. Research synthesis method or meta-analysis**

#### **Definition of Literature Review**

*PsycINFO* reference defines literature review as the “process” of conducting a survey of previously published material” for all definitions of literature reviews is the notion that they are “based not primarily on new facts and findings, but on publications containing such key information where the last digested, sieved, classified, simplified, and synthesized” (Ursula Manten, Ariane Ranft, nd) . The taxonomy can be applied to a review of the emerging literature from both the behavioral and physical sciences.

The objectives of the Literature Review According to (Harris Cooper, 2019) are as follows:

1. The focus of the review, determining the material of interest to the reviewer.
2. To integrate past literature believed to be related to a general topic.
3. To critically analyze the existing literature .
4. To identify the central issues for a field .

### **Definition of Research Synthesis**

The term *research review* is used to describe research quality evaluation activities. The main aim and focus of research synthesis is research synthesis seeking to integrate empirical research for the purpose of creating generalizations. According to (Faculty et al., 2015) , research synthesis is intended to “replace the papers that have been lost from the back sight of the front research”. Research synthesis is one of the diverse integrative activities that science is involved in; his intellectual heritage can be traced back at least as far as Aristotle. The stages of synthesis according to (Harris Cooper, 2019) are as follows:

1. Formulating the Problem of a Research Synthesis.
2. Searching Literature
3. Evaluating Study Methodology and Extracting Information from Study Reports
4. Describing and Combining Statistically
5. Interpreting Synthesis Results
6. Presenting Synthesis Results

## **C. Discussion**

### **Education concept policy**

Education policy is largely an initiative by the government that determines the direction of an education system (Okoroma, 2006) , According to (Abuya et al., 2015) Education is a distinctive way in which society introduces its members to be full members. So every modern society needs some educational policies to guide it in the Initiation process. In view (Cowan & Cowan, 2014) education policy is

directed at improving the quality of life of a nation. He believes that the goal of any policy is to meet individual needs, societal pressures and the level of complexity and sophistication to which personnel must be educated and trained to meet these demands. The following considerations, according to (Cowan & Cowan, 2014) are needed: to guide the formulation of adequate education policies. (1) It must be formulated and adopted through a political process that recognizes the reality and legitimacy of conflicts of interest and desires among its participants. (2) Must describe several guiding elements to be properly directed and coordinated action towards the attainment of the desired goal. (3) Contains information about the broad objectives to be achieved. (4) Must be a binding guide to the actions of those who implement it. (5) It must be enforceable and enforceable by the people who formulate it. (Ashbaugh, 1976) believes that to qualify as an educational policy, it must be different from other policies. In his view, education policy can be distinguished from other policies by the fact that educational policy is an integral part of educational institutions. However, it is important to note that not all policies formulated in educational institutions can qualify as educational policies. Generally, policies should be rational and aim to enable them to stand the test of time.

### **National Education Policy**

Prior to 1977 Nigeria operated an educational policy inherited from Britain at the time of independence. This policy's inability to meet the country's national aspirations made it unpopular. In 1969 a National Curriculum Conference was convened which reviewed the inherited curriculum and identified new national goals for Nigerian education. The National Seminar was organized by the National Council for Educational Research and Development (NERDC) in 1973 under the General Chairperson of SO Adebo. This gave rise to the National Education Policy in 1977 (Okoroma, 2006) The National Education Policy is based on the Nigerian philosophy of education proclaimed through the nation's goals. Nigeria has five main national goals as provided for by the Second National Development Plan and accepted as a necessary basis for the National Education Policy. They are the building blocks of: a free and democratic society, a just and egalitarian society, a

united strong and independent nation, a great and dynamic economy, a bright land and full of opportunities for all citizens (FRN, 1998).

### **Implementation of national primary and secondary aspects Education policy**

Analysis of primary program delivery efforts and secondary aspects of Nigerian education policy will provide insight into the relationship between policy and goal attainment through implementation. Universal Primary Education (UBE) The implementation of universal primary education in Nigeria began in 1976 under the name Universal Primary Education (UPE).

A recent study conducted by (Okoroma, 2006) to assess the effective implementation of the UBE program revealed significant inadequacies in implementation efforts. Among the obstacles that hinder effective implementation are: inadequate quality teachers, lack of funds, inadequate teaching and learning facilities, poor teacher motivation, and, lack of guidance and counseling services. A study by (Okoroma, 2006) on evaluating aspects of the National Education Policy in Rivers State revealed that effective policy implementation has been hampered by the following factors: inadequate teaching staff, lack of adequate workshops, inadequate laboratories and libraries, inadequate funding sufficient, and the unavailability of guidance and counseling services.

### **Implementation education policy in western countries**

Efforts have been made to develop education in western countries. Various policies for the benefit of education have been formulated, some of which have been presented in papers. (Heimans, 2012) as he notes: In recent analyses, Nigeria's development failures have arisen from a lack of success in achieving the goals of an effective governance model. The existence of corruption contributes greatly to the stagnation of company development, (Hardiman et al., 2004) noted: The Corruption Perceptions Index, released by Transparency International (TI), the global watchdog on corruption, ranks Nigeria as the third most corrupt country in the World. Without a doubt these unfortunate and corrupt practices affect implementation as they occur at different stages of program execution. (Ejiogu,

2008) argues that corruption and misresources lead to a very sad state of education systems in western countries.

The Hong Kong State (Scott, 2021) exhibits broader systemic constraints, problems related to regime legitimacy, a disarticulated political system, and a destructive political culture which have meant that education policy is often framed in symbolic terms beyond the competence of both education policymakers to improve. Educational policy making and implementation in Hong Kong thus takes on a curious character. It is at the same time the center of attention and an area of neglect; the more things change, the more they stay the same.

The Greek state (Stamelos et al., 2012) argues that these stimuli, when neglecting various arrangements previously developed in certain social and/or historical (national) contexts, can upset the balance of institutions, in particular, they create differences among the three normative, regulatory pillars and the cognitive-culture in which an institution is built and leads the main actors involved with it players to act with the best of goals to serve their own interests.

European countries (Halász & Michel, 2011) Successful implementation can be expected only in countries where there is coordinated action in the following four areas: (1) definition of development-related objectives and standards competencies in national curriculum documents, (2) alignment of approaches national and school-level assessment and evaluation with these objectives and standards, (3) intensive capacity building among teachers so that they become able to adapt their classroom-level practices to the new goals and standards and, in particular, (4) massive support for school-level education a logical innovation that enhances the renewal of the learning environment.

In the South African country of Botswana to be precise (Ketlhoilwe, 2019), Crucial to the development of further implementation support for the education policy environment in Botswana is the self-reflexive self-awareness of teachers about how they are normalizing environmental education as fieldwork, environmental management and environmental science. They blame this on a lack of adequate in-service teacher training, resources and support, demonstrating awareness of the potential for developing broader professional competencies and institutional support for environmental education implementation. This illustrates

that the reflexivity associated with the teacher normalization strategy has the potential to be a venue for opening up opportunities for future teacher professional development and growth that lie within, but are not limited to, teachers' existing experience and knowledge of environmental education.

### **Problems With Implementation Policy**

The frequent gaps between policy formulation and implementation trigger investigations to identify factors that limit the effective implementation of education policies. Policy implementation problems can be traced to the planning stage which comes immediately after policy formulation. (Cheruto & Benjamin, 2010) has stated clearly that good planning will guarantee effective implementation. Good planning that can facilitate effective implementation and implementation must consider factors such as planning, environment, social environment, political environment, and financial and statistical issues. In recognition of this observation, (Londa, 2008) noted, in achieving an educational goal, one must plan carefully. The plan must take into account the various needs of the community; the political, socio-cultural, economic, military, scientific, and technological realities of the environment are very important for its survival. (Cheruto & Benjamin, 2010) wrote that the planned implementation was limited by the following factors: (1) Overestimation of available resources This is a situation where the estimated resources are greater than the actual resources available to implement the program. (2) An underestimation of costs to implement this plan occurs when the estimated costs do not make adequate provision for inflation and the actual implementation costs become uncontrollable. (3) Excessive reliance on external assistance Plans that rely substantially on assistance from foreign sources for implementation are hampered when such assistance fails to arrive. (4) Inaccurate statistical data – education planning requires accuracy and up-to-date data. Plans that do not adequately provide for this usually have implementation problems.

Furthermore, (Fides & Carol, 2015) , also explains that there are three reasons why the implementation of a program fails, namely: (1) the communication process, effective implementation requires that implementers know what they are expected to do; As messages pass through any communication network, distortion

may occur which can result in conflicting directions, ambiguity, inconsistencies and inappropriate requirements. (2) Capacity issues – the ability to implement policies may be hindered by factors such as incompetent staff, inadequate information, political support, inadequate financial resources and impossible time constraints. (3) Dispositional conflict – policy implementation may fail because those charged with implementation responsibility refuse to carry out their own tasks.

### **Implications for national development**

Education is a tool for the success of a country. It frees people from poverty and ignorance. (Akanbi, 2017) argues that “education is to live and to live. It is an investment in people that pays countless dividends to society. When that investment is not made or inadequately made, society suffers a loss.” Presumably it is in recognition of this importance of education that the 1999 constitution of the Federal Republic of Nigeria is provided for in Section 18 as follows:

- (1) The government directs its policies to ensure equal and adequate educational opportunities at all levels.
- (2) The government advances science and technology.
- (3) The government seeks to eradicate illiteracy; and for this purpose.

The Government will as and where possible provide:

- (a) free, compulsory and universal primary education, (b) free secondary education, (c) free university education, and (d) free adult literacy programs (FRN, 1999:18).

(Mayssara A. Abo Hassanin Supervised, 2014) who said that “education is a process” of becoming the best we can be”. The ineffective implementation of various programs covered by the National Education Policy has lowered this hope and optimism backstage.

### **D. Conclusion**

From several literature reviews reviewed, we can conclude that the implementation and problems of basic education policies in western countries are influenced by the following factors: (1) Most basic education policies are well focused but planning is often broken, making implementation difficult. (2) The

resources available for the implementation of certain educational policies are often overestimated and thus give rise to unrealistic expectations that fail to materialize. (3) Since basic education policies are usually translated into plans prior to implementation, research has shown that the costs of implementing such plans are often underestimated. Most education policies become stalled at the planning stage. (4) Invalid data becomes a reference in planning basic education. This situation has not facilitated the implementation of an effective basic education plan. (5) The implementation of education policies is also often hampered by political interactions, which can sometimes reduce reality to obscurity. (6) There are not enough qualified teachers overall in the basic education system. (7) Facilities such as classrooms, offices, laboratories, workshops, libraries, electricity, water, *etc. are* basic needs in every school system. This has been found to be severely inadequate in most educational institutions. (8) Limited funding to implement basic education policies is a recurring problem in almost every implementation study that has been conducted. The importance of funds to carry out any activity should not be overemphasized. (9) The government lacks the political will for effective implementation. (10) Corruption at all levels hinders the implementation of education policies and programs.

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