

## THE TRANSFORMATION OF INDONESIAN EDUCATION POLICY: CURRICULUM INNOVATION, EQUAL ACCESS, DIGITALISATION, AND POLICY IMPLEMENTATION CHALLENGES (LITERATURE REVIEW)

Abdul Wahab Syakhrani

STAI Rasyidiyah Khalidiyah Amuntai, Kal-Sel, Indonesia

[aws.kandangan@gmail.com](mailto:aws.kandangan@gmail.com)

### Abstract

This study examines the transformation of education policy in Indonesia, focusing on curriculum innovation, equal access, digitisation of education, and policy implementation challenges. Through a systematic literature review approach, this study analyses various literature, policy documents, and scientific sources related to the development of education policy from time to time to the current digital era. The results of the study show that curriculum innovations such as the Merdeka Curriculum play an important role in increasing the flexibility and quality of 21st-century learning, while efforts to equalise access to education still face geographical and socio-economic constraints. The digitisation of education has become a catalyst for transformation, but faces challenges in terms of infrastructure and digital literacy that need to be addressed comprehensively. The findings of the study emphasise the importance of comprehensive synergy between stakeholders and data-based policies to realise an inclusive, adaptive, and equitable national education system. This study contributes to the development of education policies that are responsive to social and technological changes in Indonesia.

**Keywords:** political transformation of education, curriculum innovation, equal access to education, digitisation of education, policy implementation challenges, Indonesia.

### Introduction

The transformation of Indonesian education policy is an integral part of the nation's journey in building an education system that is not only high-quality but also inclusive and equitable (Judijanto & Aslan, 2025); (Purike & Aslan, 2025). From the colonial era to the period of independence and reform, education has always been an important arena in the dynamics of national politics to strengthen national identity while preparing future generations. Dynamic education policy has led to policy changes oriented towards innovative curriculum development, equal access, digitalisation, and implementation challenges in the field (Komari & Aslan, 2025); (Fiteriadi et al., 2025); (Firmansyah & Aslan, 2025a); (Firmansyah & Aslan, 2025b).

The history of education in Indonesia cannot be separated from the influence of political policies in each era. During the Dutch colonial period, formal education was only enjoyed by the elite, while the majority of the indigenous population experienced limited access. Discriminatory education policies oriented towards the interests of the colonisers resulted in social disparities that were embedded in the national education system (Binus Student Activity, 2024). Figures such as Ki Hajar Dewantara emerged as pioneers of inclusive education oriented towards community empowerment through the