

CHALLENGES IN IMPLEMENTING EDUCATION POLICY: TEACHER READINESS, SCHOOL INFRASTRUCTURE, AND INTER-INSTITUTIONAL COORDINATION AS MAJOR OBSTACLES IN IMPLEMENTING NEW POLICIES: A LITERATURE REVIEW METHOD

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Abstract

This study aims to analyse the main challenges in implementing new education policies in Indonesia, focusing on teacher readiness, limited school infrastructure, and inter-institutional coordination as the main obstacles. The method used is a systematic literature review of various journal articles, policy reports, and empirical studies published between 2015 and 2025. The results of the analysis show that teacher readiness, which includes pedagogical competence and mental preparedness, is crucial to the effectiveness of policy implementation. In addition, disparities in educational infrastructure between urban and remote areas also hinder the equitable implementation of policies. Another crucial obstacle is the weak coordination between institutions, which hinders programme synchronisation and communication, thereby affecting the smooth implementation of policies. This study concludes that education reform efforts must prioritise strengthening teacher capacity, improving the quality and equity of infrastructure, and managing cross-institutional coordination. A holistic and collaborative approach is key to the successful implementation of new education policies in Indonesia.

Keywords: education policy implementation, teacher readiness, school infrastructure, inter-institutional coordination, literature review, Indonesian education reform.

Introduction

Education is one of the main pillars in the development of quality human resources and is an important factor in driving the social, economic, and cultural progress of a country. In Indonesia, the development of education policy has undergone quite complex dynamics, following changes in global demands and national needs (Judijanto & Aslan, 2025); (Purike & Aslan, 2025); (Komari & Aslan, 2025). The government periodically issues new policies to improve the quality of education in the hope of creating an education system that is responsive and adaptive to the changing times (Wyss, 2023). However, despite the increasing number of policies issued, it is not uncommon for implementation at the field level to face various obstacles that hinder the effectiveness and achievement of the policy objectives.