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**Basic education policy in Indonesia:  
Historical dynamics of basic education  
policy and portrait of education quality  
report cards in West Nusa Tenggara**

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## Basic education policy in Indonesia: Historical dynamics of basic education policy and portrait of education quality report cards in West Nusa Tenggara

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### Abstract

Improving the quality of the implementation of the basic education system in the future requires various policies, views, and ideas, which include ideas about primary education in the future that can answer the challenges of the times in a competitive era so that students have noble personalities and are prepared to face globalization and digitalization. The background in preparing this paper is because the authors are concerned about the low quality of primary education in general, especially in the West Nusa Tenggara region. Basic Education Policy in Indonesia has long been a concern of the government, namely since the VOC, Dutch Colonial and Japanese eras. At that time, schools were established to facilitate access to education for specific groups only. Only after Indonesia became independent did the government make serious efforts to establish schools for students and educators to accelerate access to primary education as widely as possible. Various policies were issued by the governments of the Old Order, New Order and Reformation eras until the launch of education report cards as part of the independent learning episode. The results can inspire and reflect the enthusiasm to immediately make improvements in various aspects of education. This research is descriptive qualitative in nature by collecting historical data on primary education policies from the pre-independence period to the present. Data was collected from a number of relevant library materials and then arranged and described in such a way as to answer the problems posed in this paper.

**Keywords:** Policy, Basic Education, Education Report

### 1. Introduction

Education has a strategic position to improve the quality of life, honor and dignity of every citizen. Good education will produce educated people who will be the strength to form and preserve a large organization called the state. Therefore, education is one of the pillars of a country. Thus, it can be concluded that the measure of a country's progress will be seen from the level of educational success.

If you look at the principles of providing education by the public, private sector and the state, then this has been regulated formally in the National Education System Law Number 20 of 2003 article 4 paragraph 1 which reads: education is carried out democratically and fairly and is not discriminatory by upholding high standards of education. human rights, religious values, cultural values and national progress. Furthermore, article 3 also states that education is organized as a lifelong process of cultivating and empowering students.

The direction of national education policy is to focus on improving the quality of competitive education. The context of competitiveness is interpreted as the ability to provide education that is ready to compete with other countries. As a measure, mastery of science and technology is one of the keys to a nation's excellence in the era of globalization and digital. Therefore, that is where there is a shortage of available and ready human resources, so one way is to prepare and equalize/distribution of educational human resources.

In addition, the government's efforts to improve the quality of education in Indonesia require appropriate and targeted policies that are based on a strong goal orientation in improving

the quality of education. This can be proven by the government's serious attention by allocating education funds of more than 20% from 2013 until now from the total APBN.

Improving the quality of the implementation of the basic education system in the future requires various inputs of views and ideas, including: ideas about basic education in the future. In connection with future basic education, the United Nations (UN) through UNESCO has formed an International Commission on education for the XXI Century (The International Commission on Education for the Twenty-First Century), in this case several educational figures expressed their discussion at one main and overarching question, namely: what type of education is needed for the society of the future? Then, what are the Commission's recommendations and ideas regarding future education, especially basic education, which is one of the inputs taken into consideration in improving the quality of national education in a sustainable and dignified manner in Indonesia?

Basic Education in the 21st Century is the basis of the future and a "passport" for life. Basic education for Indonesian children is conceptualized as fundamental initial education for every child (formal or non-formal) which in principle lasts from around 3 (three) years of age to at least 12 to 15 years of age. Basic education is very necessary for individuals to live and be able to choose what they do, in order to be able to take part in the development of future society individually, collectively and nationally. Thus, basic education provides a very important road map for future generations.

Specifically in this paper, the authors want to focus on discussing problems with government policy, including legality and education quality assurance programs, especially basic education. Due to the many problems and issues surrounding Basic Education, it is not possible for the authors to discuss them at length in this paper. Therefore, it is limited to the history of policies and a report card portrait of the quality of Basic Education in Indonesia, especially in the West Nusa Tenggara region. The aim is to describe the journey of Basic Education policy in Indonesia from pre-Independence to the reform period. Then, to see the portrait of the quality of Basic Education, the authors deliberately took examples from the West Nusa Tenggara region for the reason that the authors could have more data and explore to find solutions in the future.

This research aims to analyze the history of Basic Education policy in Indonesia and describe a portrait of the Basic Education Quality Report in West Nusa Tenggara. Meanwhile, in describing a picture of the quality report card of basic education in West Nusa Tenggara, the research will review the quality assessment and reporting system, analyze the indicators in the quality report card, and identify the main problems and findings in the implementation of the quality report card.

## 2. Methods

Additionally, to enrich the research methodology, focus group discussions will be organized with diverse participants, including students, parents, and community members. This interactive approach aims to capture nuanced perspectives and foster a deeper understanding of the social and cultural factors influencing Basic Education in West Nusa Tenggara. Moreover, the qualitative analysis will incorporate a thematic framework, allowing for a systematic exploration of recurrent patterns and emerging themes within the collected data. This methodological rigor will enhance the reliability of the study's findings and contribute to a more robust interpretation of the challenges and potentials inherent in the local Basic Education system. In summary, the triangulation of data from literature, interviews, surveys, observations, and focus group discussions, coupled with a meticulous qualitative analysis, is designed to provide a holistic and nuanced examination of Basic Education quality in West Nusa Tenggara. This multifaceted approach ensures a comprehensive understanding of the issues at hand and

offers valuable insights for informed decision-making and policy development in the realm of Basic Education.

### 3. Results and Discussion

#### History of Basic Education Policy in Indonesia

##### a) Pre-Independence

The arrival of Western colonialists especially the Dutch, was acknowledged to have brought technological progress, but the natives did not enjoy this progress, the aim was only to strengthen the existence of the colonialists. Indigenous people who get the opportunity to go to school are introduced to Western culture, the class system, the use of desks and chairs, and new effective methodologies. However, to that extent, the results of this education were intended to create workers who could meet the needs of Dutch officials and companies with relatively cheap compensation. What they call educational reform is nothing more than westernization and Christianization (Hasbullah, 1996).

The Dutch colonial attitude towards education can be seen from its very discriminatory policies, both in terms of social, racial, budget, and religious practices. Examples like this can be seen in schools catering to blue blood/nobles and ordinary people/commoners. Furthermore, this attitude of racial discrimination is evident in the naming of schools, such as at the elementary school level. Europeeche Lagere School (ELS) for European children, Hollandsh Inlandsh School (HIS) for indigenous children and Hollandsh Chinese School (HCS) for those of Chinese/Chinese descent.

In terms of budget, there is very clear discrimination that the school allocation for European descendants is 2 (two) times the budget given to native children so it is not surprising that the impression arises that the Dutch Colonial government maintains and allows strata and inequality to continue in helplessness (Khairunnisa, 2018).

In terms of teaching religion in schools, even though it has been stated in article 179 (paragraph 2) of the IS (Indische Staatsregeling) that the Dutch government is neutral and respects students' religious beliefs, the Dutch colonial government preferred to implement discriminatory practices, namely making religious lessons taught. Outside school hours, and supervise Islamic education so that school children's education is more oriented towards Western-style education. This was done by the Dutch because of ideological political needs so it benefited the existence of the colonial government (Khairunnisa, 2018).

According to Supriadi (2023), in general, if you look at the education policy of each government period, it can be divided into 2 (two) parts: elitist education policy and populist education. First, the Elitist Education Policy aims and targets the interests of limited people, such as the Priyai. This was taken due to various considerations such as limited funds, technical implementation, political aspects, and other related aspects. The Dutch carried out This kind of education during the administration of Governor General Van Heutz in 1907. Second, the Populist Education Policy had directions and targets for the people. This second model was born from the many criticisms of the attitude of the Dutch elitist education policy, which ultimately resulted in the colonial government choosing a more moderate perspective.

The politics carried out by the Dutch colonial government towards Indonesia, which was predominantly Muslim, was actually based on a sense of fear, a sense of religious calling, namely Christianity plus colonialism. Several policies were born during the Dutch government regarding Islamic education, including;

- 1) The formation of Priesteradden in 1889 was tasked with overseeing Islamic life and education. This institution was formed through the decree of King Willem III (Koninklijk Besluit) on January 19, 1882 Number 24, published in Staatblad 1882 Number 152.

- 2) In 1905, based on Priesterraden's advice, a regulation regarding permits for Islamic educators was formed, this regulation was known as the Teacher Ordinance.
- 3) In 1925, the Dutch colonial government issued a second Teacher Ordinance which was stricter so that not all religious teachers could teach. This was due to the growth of several Islamic organizations such as Muhammadiyah, Islamic Association and Nahdlatul Ulama.

On the other hand, the enthusiasm to establish educational institutions to oppose colonialism also came from an educated person named Ki Hajar Dewantara with his Taman Siswa institution in 1922. Taman Siswa was a school model based on the local culture of Javanese society. This school emphasizes a more humane education system, maintains local cultural wisdom and is accessible to many groups of society. This system is in sharp contrast to the Dutch school which is intellectualist, individualist, and materialistic. Therefore, in other words, it can be said that school institutions founded by indigenous people, whether as Islamic boarding schools or different types of people's schools such as Taman Siswa, were used as tools of struggle to instill anti-colonialism ideology.

However, another thing that needs to be noted during the Dutch colonial period (including the VOC) was the effort to establish a teacher training school to prepare educators at the elementary school level long before independence. Initially, this school was founded by the VOC in 1834 in Ambon, Maluku, to produce competent teachers. This school lasted for 30 years until 1864. After that, this school was developed by the decision of the King of the Netherlands issued on September 30, 1848, regarding the opening of state elementary schools. Kweekschool was then founded in the city of Surakarta (Central Java) on August 30, 1852. The students who studied at this school were Javanese aristocrats. The language of instruction used is Javanese and Malay. The Dutch colonial government also established teacher courses for village schools under the name Normal Cursus.

What's interesting about the founding of Kweekschool is that there was one of the pioneers in establishing the Bumiputera teacher school named Willem Iskandar, whose original name was Sati Nasution, who was born in Panyabungan, North Sumatra, in 1840. He founded the school under the name Kweekschool voor Inlandsch Onderwijzers or by another name. Kweekschool Tanobato in 1862 was a school for educators/teachers that was generally open to anyone regardless of status and background (Kompas, 2022).

During the Japanese colonial period, educational policies and in particular, Muslims experienced quite significant developments. The Japanese colonial government was more flexible towards Muslims so that many academic institutions could grow. Japan intended to win the hearts of the Indonesian people to help Japan fight the allied troops. Therefore, this opportunity is used as well as possible by the Indonesian people to expand the availability of access to education. During the Japanese occupation, the school model implemented was very similar to the one that exists today, namely six years (6 years) of lower/primary education (SR), three years of middle school (3 years), and three years of high school (3 years) (Khairunnisa et al., 2018). It should also be noted that at that time Indonesian had become the first language of instruction in schools and Japanese was the second language of instruction. Apart from that, during the Japanese occupation, special schools for teacher education were still established in the Dutch Colonial period, one was in Yogyakarta called the School for Male Teachers (SGL) and the School for Female Teachers (SGP). One of the national alumni figures from Hogere Kweekschool (HKS, Upper-Level Teachers' School) who is famous among elementary school students for the many children's songs he has created is Saridjah Niung more familiarly known as Mrs. Soed (Wikipedia.org).

It is also worth noting here that the Japanese colonialists provided a kind of assistance to Islamic boarding schools as well as giving permission for the establishment of Islamic organizations such as the Indonesian A'la Islamic Council and the involvement of ulama' in

collaborating in the formation of the National Defense Front (PETA). However, the political role of the Japanese colonialists at that time was still visible, namely how to win the hearts of the Indonesian people and consolidate power for Japan's interests in the war against the allies. Therefore, in general it can be concluded that the political aim of education during the Japanese rule in Indonesia, especially for Muslims, was only for 2 things, namely, strengthening Islamic beliefs and defending human rights through politics or war resistance (Amin, 2019).

#### **b) The Beginning of Independence and the Old Order**

Two (2) days after independence was proclaimed in 1945 the Indonesian government appointed Ki Hajar Dewantara as Minister of Education and Teaching. Then he was replaced in the same year by Mr. Dr. TGSG Mulia from 14 November 1945 to 12 March 1946. From 12 March to 2 October 1946 Mr. Dr. TGSG Mulia was replaced by Mohamad Syafei, an education figure from the pre-independence era. Furthermore, the Syahrir II Cabinet replaced Mohamad Syafei with Mr. Soewandi until 27 June 1947. In the Soewandi era, a committee was formed with 51 members chaired by Ki Hajar Dewantara by the Decree of the Minister of PPK Number 104/Bhg.0 per 1 March 1946 whose task was to lay the foundations and structure of new teaching. Therefore, the legal umbrella for education was born, namely the Basic Law on Education and Teaching in Schools Number 4 of 1950.

Apart from that, about religious education to be taught in public schools after a long delay, the proposal for religious material (especially Islamic Religion) to become the main material received a positive response from the committee for drafting the basics and new teaching of the Ministry of Education, Teaching and Culture in 1946. Religious lesson material will be provided during class hours in elementary schools from class IV (four) to class VI in public schools.

The publication of the Law above in 1950 at the time of the Minister of Education, Teaching and Culture, Mr. S. Mangunsarkoro, brought initial momentum to recognizing the inclusion of religious education in general education in Indonesia. The involvement of parents in these regulations makes it the party who determines whether their child is allowed to take religious lessons as stated in article 20 of this law. The cooperation between the two Ministers has brought enough momentum for Muslims in Indonesia (UUD No 4 1950).

A general explanation of article 20 of Law Number 4 of 1950 needs to be added here because it is closely related to the type of school that provides religious instruction, depending on the age and intelligence of the students. Then, it is the adult student's right to take religious lessons or not. The nature of religious teaching and the number of hours taught. Furthermore, in the era of Liberal Democracy between 1951 -1959 where political stability became something rare so that it was difficult for programs that could be used as milestones (such as the current Strategic Plan) could not be described properly during this nine year period, around seven (7) times this happened. change of cabinet with 7 ministers of teaching, education and culture (Kemdikbud.go.id). This short change at the ministerial level has an impact on the performance of the ministry of education and teaching so that not much can be produced, apart from the change in the government system and there are also other obstacles, namely the Indonesian government's fierce efforts to maintain independence physically and diplomatically both from within or outside.

The curriculum in the Old Order era was divided into two (2) curriculum names, namely the 1947 curriculum and the 1952-1964 curriculum. Even though the first curriculum was published in 1947, the 1947 Curriculum could only be implemented starting in 1950 with the legal basis of the Basic Law on Education and Teaching of the Republic of Indonesia Number 4 of 1950. This was caused by the political situation when maintaining independence, both coming from within and from outside. The substance of the curriculum at the beginning of independence was to develop students' character, awareness of the state and society.

What also needs to be noted at this time is the government's serious efforts in the field of education by establishing 3 (three) special teacher education schools since 1946 in order to carry out the mandate of the 1945 Constitution. These teacher education schools consisted of Teacher B Schools (SGB) for 4 years, year and Teachers' School C (SGC) for 2 years which was opened in 1946 to educate prospective elementary school teachers. The continuation is Teacher A School (SGA) which takes 6 years to prepare teachers who will educate at the Junior High School (SMP) level. All of these teacher education schools were completed after graduating from public schools. The first Teacher B School founded by the Indonesian government was SGB 1 Negeri Yogyakarta which was headed by Sikun Pribadi in 1946. This school occupies a former Kweekschool building (a teacher training school in the Dutch East Indies colonial era) and also a former SGL (School for Boys Teachers). ) during the Japanese colonial era (Astuti, 2016).

### c) The new order

During the New Order era, the issue of basic education could be considered very encouraging because access to education was opened to underdeveloped/remote areas supported by political stability in the country. Many educational facilities were opened, such as elementary, middle and high schools and vocational schools. Equivalent education such as Packages A, B, C, Inpres Elementary School, and Open Middle School. Several curricula were published by the government at that time, namely the 1968, 1975, 1984, 1994, 1999 curricula which apart from being political and ideological instillation, also wanted to accommodate the potential needs of students so they could learn actively in schools like CBSA.

Then, during the New Order era there were also the establishment of special teacher education schools such as SPG (teacher education school) and SGO (sports teacher school) in the early 1960s until they were closed again in the early 1990s. These two schools were originally a continuation of SGC, SGB and SGA. In 1978 the government intended to develop expertise in the field of basic education by establishing secondary schools such as universities to educate graduates who were experts not only as elementary school teachers but also experts in developing elementary curriculum and research in the field of elementary school. The name of this department changed its name several times, initially SPG Teacher Education (PGSPG), Basic Education (PD) in 1982, then changed to the Curriculum and Educational Technology (KTP) department with 2 study program branches, namely Basic Education and Educational Technology. Furthermore, the Decree of the Minister of Education and Culture Number 0854/O/1989 dated 30 December 1989 stipulated that the initial/minimum qualifications of elementary school teachers who had originally graduated from SPG were upgraded to graduates at Diploma II level (D-II PGSD) thereby having an impact on the closure of SPG in throughout Indonesia in 1991. Thus, it went on and finally in 2002 the Strata One PGSD (S1 PGSD) was opened, one of the organizers of which was IKIP Malang which also changed its name to Malang State University.

Regarding Religious Education - especially Islamic Education in the school realm, its recognition in the field of general education was considered significant after the release of the results of the 1966 MPRS General Session Number XXVII/MPRS/1966 in article 1 which stipulated religious education as a subject in schools from elementary school to state universities. TAP MPRS Number XXVII of 1966 thus deletes TAP MPRS Number 2 of 1960 which contained the words "with the understanding that students have the right not to participate if the student's guardian/adult student expresses objection". This determination further confirms the status and establishes that Religious Education is in public schools (Fikri, 2015).

Furthermore, after the issuance of Presidential Instruction 10 of 1973 concerning the Primary School Development Assistance Program at Pelita I, the opportunity to gain access to the widest possible basic education for Indonesian children gained educational momentum. The

massive construction of SD Inpres, the compulsory education program, and the formation of study groups are intended to ensure that the Indonesian people have the widest possible access to education. Likewise with supporting infrastructure facilities such as roads, bridges and irrigation (ANRI, 2018).

Through this massively planned education development, especially the 9 year compulsory education program for the 9 -15 year age group and the construction of Inpres Elementary School from REPELITA 1 to REPELITA IV (1969 to 1989), President Soeharto received an award from the United Nation Education, Scientific, Cultural Organization (UNESCO) (ANRI, 2018). The national program of 9 years of compulsory education from elementary to middle school in accordance with National Education Law Number 2 of 1989 has had a very encouraging impact on the quality of education. The growth in school enrollment rates is quite good. What is also worth remembering regarding the 9 year compulsory education is the initiation of the Department of Education and Culture to establish open junior high schools. This type of Open Middle School, which was initially only opened in 5 districts in Indonesia, accommodates students who have limited time to attend school but still attend school accompanied by teachers who have been assigned either directly or via supporting communication media such as radio and television.

In its journey, the 9-year compulsory education program has succeeded in targeting 95% of students who can access education or around 22,182,000 out of 23,325,000. This means that only 1,143,000, or 5% have yet to be absorbed. Until the end of Pelita III (1984), several reasonable supporting facilities were ready, such as the number of elementary school buildings reaching 122,931 elementary schools and private elementary schools with a number of 839,267 elementary school teachers (Cahyaningsih et al., 2016). Not to mention the data on the massive appointment of Presidential Elementary School teachers in the early 1980s which was distributed by the central government to all provinces where there was a recorded shortage of elementary school teachers and came from graduates of SPG, SGO and LPTK (Institute for Education Personnel) such as IKIP or STKIP at that time. Apart from that, at the Madrasah Ibtidaiyah level, both public and private, 21,013 MI buildings were built with a total of 42,134 teachers.

For the Basic Education Curriculum in accordance with the National Education Law Number 2 of 1989, the curriculum is prepared in order to achieve national education goals by taking into account the stage of student development and suitability of the environment, national development needs, developments in science and technology and the arts. The basic education curriculum, especially elementary school, emphasizes basic abilities and skills, namely reading, writing, arithmetic. Meanwhile, the Basic Education curriculum related to junior high school emphasizes students' ability to master the basics of science and technology which are adapted to development and environmental needs. This mastery will lead students to gradually develop the ability to think regularly, systematically and critically to solve simple problems, and be able to act independently in togetherness (Cahyaningsih et al., 2016).

#### **d) Reformation Era**

In the reform era, national education has received ample space for the formulation of decentralized educational policies. In this era the government introduced the school-based management model (MBS), Competency-Based Curriculum (KBK), Education Unit Level Curriculum (KTSP), Curriculum 2013 and Independent Curriculum. The issuance of the National Education System Law Number 20 of 2003 abolished the National Education Law Number 2 of 1989 and became a historical milestone in the end of the centralized era of national education. In all series of curricula in this era, the position of students/learners is placed as a subject in the educational process so that it can open up discussion space to gain knowledge. The teacher's role is positioned as a facilitator. Educators must optimally develop and encourage



the potential of students at school and outside school by developing students' abilities to observe, ask questions, reason and communicate after receiving lessons.

Therefore, in developing the curriculum according to Law No. 20 of 2003 and Government Regulation No. 19 of 2005 concerning National Education Standards, Article 38 paragraph 1 states that "the basic framework and structure of the primary and secondary education curriculum is determined by the government" and in paragraph 2 states "the primary and secondary education curriculum is developed according to its relevance by each educational group and unit and school/madrasah committee under the coordination and supervision of the education office or district/city Religious Affairs Office."

Based on this, in Indonesia the basic education curriculum framework is created by the government, but the curriculum at each level of educational unit is given the authority to develop it. This policy guarantees the adjustment of the curriculum to the conditions of each school, which are not all the same. In basic education, for example, schools are given space for creativity to determine the curriculum choices they make. Curriculum development is driven by regional autonomy, where curriculum achievements are adjusted to the capabilities of each school with the fixed aim of achieving national goals (Cahyaningsih et al., 2016).

In the aspect of management of educational units, in reality it cannot be denied that the policy of decentralizing the management of educational units has not been fully fulfilled, especially in state schools. Many state schools have not been able to develop according to society's ideal expectations for the world of education. This is different with several private schools in certain places in big cities which have started collaborating with schools from abroad. In fact, the quality of basic education in public schools and private schools in Indonesia is almost the same according to the vision of each school. Ideally, with school-based management, opportunities to collaborate with various parties are very open because in school-based management, schools are required to involve the community and other parties as an effort to develop the school.

For the curriculum structure at elementary school level, the content standards contain substantive components of plans and learning objectives for six (6) years starting from class I to class VI. The curriculum is prepared based on graduate competency standards and content standards in selected subjects. In the basic education curriculum structure there is additional local content and self-development outside of the compulsory subject load (Ismiatun et al., 2022). Local content is curricular activities aimed at developing students' competencies according to the potential and characteristics of each region where the material cannot be grouped into existing subjects. Local content material is determined by the education unit, examples of local content material are environmental education, batik and so on.

Apart from that, one of the affirmative policies that needs to be remembered was initiated by the Ministry of Education and Culture, namely sending teaching staff abroad to teach TKI children by establishing Indonesian Overseas Schools (SILN) and assisting private schools established by Non-Profit Institutions. in several places in Malaysia. This Basic Education policy program is part of the government's efforts to implement the mandate of implementing 9 years of compulsory education in accordance with the National Education System Law Number 20 of 2003 so that the widest possible access can also be enjoyed by students with Indonesian citizens' passports abroad.

According to 2011 data, there are around 50,000 TKI children of primary school age who live with their parents in Sabah, Malaysia. To overcome this problem, since the first administration of President Soesilo Bambang Yudoyono and Vice President Yusuf Kala, the Indonesian government has made efforts to provide basic education services for them in 2006. More than dozens of teaching staff have been sent in turn to provide certainty of educational services for them.

To support this program, the Ministry of National Education carries out selection and provision regarding national insight, multigrade learning, KTSP, work ethic and fun learning models such as PAKEM. Guidance and monitoring are carried out effectively to ensure the quality of basic education with an Indonesian perspective is guaranteed.

### Portrait of the Basic Education Report Card in West Nusa Tenggara in 2021 as an example of the implementation of quality basic education

Education Report Cards are essential in the process of planning and preparing school programs, however there are still many schools that still need to access the Education Report Card Platform. Processed data from the Ministry of Education and Culture as of November 7 2022 shows that at the elementary, middle, and high school levels, the number of schools that have yet to log in to the Education Report Card platform has reached quite a significant number. This data can be seen in the following table for elementary school level.

Table 1

#### Level of use of elementary school level education report cards throughout NTB

Regency/City	Schools that have a Belajar.id account		Schools that activate the Belajar.id account	
	Already	Not yet	Already	Not yet
Mataram City	174	4	174	4
Regency. North Lombok	143	-	155	5
Regency. West Lombok	384	22	324	46
Regency. central Lombok	69	2	60	20
Regency. East Lombok	749	17	732	35
Regency. West Sumbawa	107	3	107	3
Regency. Sumbawa	368	4	368	4
Regency. Dompu	210	14	87	137
Regency. Bima	420	-	310	110
Bima City	78	4	78	8

Table 2

#### Access the Middle School Level Education Report Platform

Regency/City	Schools that have a Belajar.id account		Schools that activate the Belajar.id account	
	Already	Not yet	Already	Not yet
Mataram City	45	1	45	3
Regency. North Lombok	34	6	37	5
Regency. West Lombok	81	20	67	34
Regency. central Lombok	29	7	121	24
Regency. East Lombok	253	2	246	9
Regency. West Sumbawa	37	3	37	3
Regency. Sumbawa	108	2	108	2
Regency. Dompu	69	3	49	23
Regency. Bima	132	-	87	45
Bima City	22	2	22	2

To optimize the use of the Education Report Card Platform in data-based planning, the features in the platform should be explored. Likewise, school profile reports on the platform should be downloaded and analyzed. The details of the number of schools that explored and downloaded reports and recommendations are presented in the following Table 3.

Table 3

*Schools that have explored and downloaded elementary school education reports*

Regency/City	Number of Schools	Not logged in yet	Already logged in	Total Number of Education Report Cards
Mataram City	179	44	135	179
Regency. North Lombok	160	5	155	160
Regency. West Lombok	370	46	324	370
Regency. central Lombok	621	47	574	621
Regency. East Lombok	770	89	678	767
Regency. West Sumbawa	108	2	108	108
Regency. Sumbawa	372	57	315	372
Regency. Dompu	226	110	116	226
Regency. Bima	420	110	310	420
Bima City	76	8	70	76

Table 4

*Schools that have explored and downloaded junior high school level education reports*

Regency/City	Number of Schools	Not logged in yet	Already logged in	Total Number of Education Report Cards
Mataram City	48	9	39	48
Regency. North Lombok	42	5	37	42
Regency. West Lombok	101	34	67	101
Regency. central Lombok	202	29	173	202
Regency. East Lombok	263	18	237	255
Regency. West Sumbawa	37	3	37	35
Regency. Sumbawa	110	26	84	110
Regency. Dompu	72	23	49	72
Regency. Bima	132	45	87	132
Bima City	23	3	20	23

Of the 179 elementary school level schools that have logged in education report cards, 135 schools have logged in, while 44 schools have not logged in education report cards. Meanwhile, for junior high school level, from 48 schools, 39 schools have logged in and 9 schools have not logged in. The number of schools that have downloaded reports and recommendations can be seen in the following Table 5.

Table 5

*Schools that have downloaded elementary school reports and recommendations*

Regency/City	Number of Schools	Not yet	Already	Total Number of Education Report Cards
Mataram City	179	130	49	179
Regency. North Lombok	160	5	155	160
Regency. West Lombok	370	46	324	370
Regency. central Lombok	621	65	556	621
Regency. East Lombok	770	524	243	767
Regency. West Sumbawa	110	2	108	108
Regency. Sumbawa	372	156	216	372
Regency. Dompu	226	136	90	226
Regency. Bima	420	136	284	420
Bima City	82	40	42	82

Table 6

*Schools that have downloaded junior high school reports and recommendations*

Regency/City	Number of Schools	of	Not yet	Already	Total Number of Education Cards	Number of Report Cards
Mataram City	48		34	14		48
Regency. North Lombok	42		5	37		42
Regency. West Lombok	101		34	67		101
Regency. central Lombok	202		36	166		202
Regency. East Lombok	263		138	117		255
Regency. West Sumbawa	40		3	37		37
Regency. Sumbawa	110		32	78		110
Regency. Dompu	72		27	45		72
Regency. Bima	132		52	80		132
Bima City	23		12	11		23

Based on the table above, it is known that of the 179 schools at elementary school level, 49 schools have downloaded reports and recommendations and 130 schools have not downloaded them, while for junior high school level, out of 48 schools, 14 schools have downloaded them and 34 schools have not downloaded them.

#### 4. Conclusion

The history of basic education policies began in the Dutch colonial era and then continued when the Japanese colonialists set foot on our motherland. The politics of education policy at that time was mostly motivated and colored by ethical politics (politics of retribution) and the interests of the colonialists to fulfill the colonialists' needs in running the government in Indonesia. After Indonesia's independence, the government made every effort to fulfill the people's right to access education by establishing schools and educating teaching staff in stages to realize the ideal of making the nation's life smarter in order to realize Indonesia's development that is fair, equally prosperous and sustainable. Therefore, several education policies, especially those for fostering and developing basic education, have been changed to suit the challenges and changes of the times.

A portrait of the quality of basic education in the Nusa Tenggara region from the results of a national assessment illustrates that the ideal learning process is still not optimal. The results of literacy and numeracy and learning environment surveys in general for basic education in the West Nusa Tenggara region are still far from ideal and therefore require evaluation and improvement steps as well as support from the local government, parents and school environment.

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