

Political Analysis of Education Policy Driving the Digital Transformation of Schools and Madrasahs

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Abstract

This study aims to analyze the politics of educational policy in promoting the digital transformation of schools and madrasahs within the context of rapidly evolving technological developments and educational reform. Digital transformation has become a strategic priority for improving the quality, accessibility, and effectiveness of education, requiring strong policy support and collaborative governance. This research employed a qualitative approach using a library research method. Data were collected through documentation of government regulations, policy documents, books, peer-reviewed journal articles, and other relevant scholarly sources related to educational policy and digital transformation. The collected data were analyzed using content analysis techniques to identify key themes, policy directions, implementation strategies, and major challenges associated with digital transformation in educational institutions. The findings reveal that educational policy plays a pivotal role in facilitating digital transformation by establishing regulatory frameworks, expanding digital infrastructure, improving internet connectivity, strengthening educators' digital competencies, promoting curriculum innovation, and accelerating the digitalization of educational administration and governance. National policies have encouraged schools and madrasahs to integrate digital technologies into teaching, learning, and institutional management, thereby enhancing educational quality and organizational efficiency. Nevertheless, policy implementation continues to face significant challenges, including disparities in technological infrastructure, unequal internet access between urban and rural areas, limited digital literacy among educators and students, insufficient professional development opportunities, and financial constraints affecting technology adoption. These barriers have created unequal opportunities for educational institutions in implementing digital transformation initiatives. Therefore, the study concludes that successful digital transformation requires strong political commitment, consistent policy implementation, adequate financial investment, and sustainable collaboration among government agencies, educational institutions, communities, and other stakeholders to ensure an inclusive, equitable, and sustainable digital education ecosystem.

INTRODUCTION

The rapid advancement of information and communication technology (ICT) has brought profound changes across various aspects of human life, including the education sector. The digital era has fundamentally transformed the way people access information, communicate, work, and learn. These developments require educational institutions to adapt to technological innovations in order to produce graduates equipped with the competencies needed for the twenty-first century. Skills such as digital literacy, critical thinking, creativity, communication, and collaboration have become essential

competencies for students to successfully respond to global challenges (Hoddin, 2020). Consequently, digital transformation in education has become an inevitable and indispensable process.

Digital transformation in education extends beyond the mere adoption of technological devices in teaching and learning. It encompasses a comprehensive transformation of educational management systems, administrative governance, school leadership, teacher professional development, assessment systems, and educational services for students and the wider community. The integration of digital technologies has the potential to create more flexible, interactive, effective, and efficient learning environments, thereby improving the overall quality of education. Furthermore, digitalization expands educational access through online learning platforms, integrated educational information systems, and various digital resources that support lifelong learning.

In Indonesia, digital transformation has become one of the government's strategic priorities within the national education development agenda. The government has introduced a range of policies to strengthen the digital education ecosystem, including the development of digital learning platforms, the enhancement of teachers' digital competencies, the digitalization of school administration, the provision of technological infrastructure, and the expansion of internet access across different regions. These initiatives have been further reinforced through the implementation of the Merdeka Curriculum, which provides greater flexibility for educators to integrate digital technologies into innovative, student-centered learning while fostering students' critical and creative thinking skills (Suhendra, 2025).

Digital transformation has also become a significant concern in Islamic education, particularly in schools and madrasahs. As institutions responsible for developing students' intellectual abilities, moral values, and religious character, schools and madrasahs are expected to integrate Islamic values with contemporary digital technologies. Various innovations have been implemented, including the adoption of Learning Management Systems (LMS), the digitalization of administrative processes, academic information systems, digital libraries, electronic attendance systems, and multimedia-based instructional media. These initiatives demonstrate that schools and madrasahs are committed not only to improving academic quality but also to modernizing educational governance and institutional management.

Despite these advancements, the implementation of digital transformation in schools and madrasahs continues to face numerous complex challenges. One of the most significant obstacles is the unequal distribution of technological infrastructure between urban and rural areas. Many educational institutions still lack reliable internet connectivity, adequate technological equipment, and sufficient financial resources to develop and maintain digital systems effectively. In addition, the levels of digital literacy among teachers, educational staff, and students vary considerably, influencing the effectiveness of digital technology integration into educational practices. These disparities create unequal opportunities for educational institutions to benefit fully from digital transformation initiatives (Haris, 2024).

The success of digital transformation depends not only on the availability of technological resources but also on the effectiveness of educational policies formulated by the government. Educational policy serves as a strategic instrument that determines the direction of educational development through planning, implementation, supervision, and evaluation processes. From the perspective of educational policy politics, every educational policy emerges through interactions among government institutions, legislative bodies, bureaucratic organizations, professional associations, educational institutions, communities, and various other stakeholders. Consequently, political dynamics significantly influence the formulation, implementation, and sustainability of digital transformation policies in schools and madrasahs (Winaldi, 2024).

Analyzing the political dimensions of educational policy is therefore essential because policy outcomes are shaped not only by technical considerations but also by political interests, national development priorities, institutional capacity, resource allocation, and the social, economic, and cultural contexts in which policies are implemented. Differences in priorities among policymakers and stakeholders may influence decision-making processes, budget allocations, policy implementation strategies, and the long-term sustainability of digital transformation programs. As a result, educational policies often produce varying levels of success across regions and educational institutions.

Previous studies have examined digital transformation in education from various perspectives, including the integration of educational technology, teachers' digital competencies, the effectiveness of

digital learning media, and schools' readiness to adapt to the digital era. Other studies have explored the impact of digitalization on improving educational quality, learning outcomes, and institutional services. However, research that specifically analyzes digital transformation from the perspective of the politics of educational policy, particularly within the context of schools and madrasahs in Indonesia, remains relatively limited. A deeper understanding of the political processes underlying policy formulation, implementation, and evaluation is necessary to explain both the opportunities and the challenges associated with digital transformation in educational institutions.

This limitation highlights an important research gap that warrants further investigation. Examining the politics of educational policy provides insights not only into the content of educational policies but also into how policy actors, decision-making processes, implementation strategies, and supporting and inhibiting factors collectively shape the success of digital transformation initiatives. Such an analysis contributes to a more comprehensive understanding of how political governance influences educational innovation and institutional change.

Accordingly, this study aims to analyze the politics of educational policy in promoting the digital transformation of schools and madrasahs in Indonesia. The study seeks to provide a comprehensive analysis of policy formulation, implementation processes, supporting and constraining factors, and the implications of educational policies for improving educational quality in the digital era. Furthermore, the findings are expected to contribute to the advancement of educational policy scholarship while serving as a valuable reference for policymakers, school and madrasah administrators, educators, and other stakeholders in developing educational policies that are adaptive, inclusive, equitable, and sustainable in response to rapid technological advancement and future societal needs.

METHODOLOGY

This study employed a qualitative research approach using a library research design. This approach was selected because the study focuses on analyzing the politics of educational policy in promoting the digital transformation of schools and madrasahs through a comprehensive review of relevant scholarly literature and policy documents. Library research enables researchers to gain an in-depth understanding of concepts, theoretical perspectives, policy frameworks, and previous research findings related to educational policy and digital transformation. Furthermore, this approach provides a systematic foundation for examining how political processes influence the formulation, implementation, and evaluation of educational policies supporting digital transformation (al, 2024).

The data sources consisted of primary and secondary data. Primary data were obtained from official government policy documents, including the Constitution of the Republic of Indonesia, Law No. 20 of 2003 on the National Education System, Government Regulations, regulations issued by the Ministry of Education, Culture, Research, and Technology, regulations of the Ministry of Religious Affairs, national education development plans, digital transformation roadmaps, and other official policies concerning the digitalization of schools and madrasahs. These documents were selected because they represent the legal and regulatory foundations guiding digital transformation initiatives within Indonesia's education system.

Secondary data were collected from a wide range of scholarly sources, including academic books, peer-reviewed national and international journal articles, conference proceedings, research reports, policy briefs, and publications discussing educational policy, political governance, digital transformation, educational technology, and school management. These sources provided theoretical perspectives and empirical evidence that complemented the analysis of government policies while enabling comparisons with previous studies conducted in similar contexts.

Data collection was carried out through document analysis, which involved identifying, selecting, reviewing, and critically examining documents relevant to the research objectives. The document selection process was based on several criteria, including relevance to the research topic, the credibility of the publisher or issuing institution, the recency of publication, and the document's contribution to understanding the relationship between educational policy and digital transformation. Priority was given to authoritative government publications, internationally recognized academic journals, and reputable scholarly references to ensure the quality and reliability of the collected data.

The collected data were analyzed using content analysis, a qualitative analytical technique designed to systematically examine textual information and identify patterns, themes, relationships, and meanings embedded within policy documents and scholarly literature. The analysis followed

several stages. The first stage involved data reduction, during which information directly related to the politics of educational policy and digital transformation was identified, categorized, and organized while eliminating irrelevant data. This process enabled the researcher to focus on key issues concerning policy formulation, implementation strategies, governance structures, stakeholder involvement, and challenges associated with digital transformation in schools and madrasahs.

The second stage consisted of data presentation, in which the selected information was organized into descriptive narratives to illustrate policy trends, implementation processes, institutional dynamics, and the relationships among various political and educational actors. Presenting the data in narrative form facilitated the identification of recurring themes and allowed for a comprehensive understanding of the interaction between educational policies and digital transformation initiatives.

The third stage involved data interpretation, during which the findings were examined through relevant theoretical perspectives on educational policy, political governance, public administration, and digital transformation. This interpretative process enabled the researcher to explain how political priorities, institutional capacities, resource allocation, and stakeholder interests influence the implementation of digital transformation policies in educational institutions. The final stage consisted of drawing conclusions, in which the researcher synthesized the findings to address the research objectives and formulate comprehensive conclusions regarding the political dimensions of educational policy in supporting digital transformation in schools and madrasahs (R. L.S. Farias, 2009).

To ensure the trustworthiness and credibility of the findings, the study employed source triangulation by comparing information obtained from multiple policy documents, academic books, journal articles, and other scholarly publications. This triangulation process enhanced the validity of the analysis by verifying the consistency of information across different sources and minimizing potential bias resulting from reliance on a single reference. In addition, the researcher critically evaluated the authenticity, authority, and relevance of each document before incorporating it into the analysis. Through these methodological procedures, the study is expected to provide an objective, systematic, rigorous, and comprehensive analysis of the politics of educational policy in promoting the digital transformation of schools and madrasahs in Indonesia.

DISCUSIOM

The Politics of Educational Policy as the Foundation for the Digital Transformation of Schools and Madrasahs

Digital transformation in education represents a fundamental shift in educational systems driven by rapid advances in information and communication technology (ICT). The findings of this study indicate that digital transformation in Indonesia should not be understood merely as the integration of technological devices into teaching and learning activities. Rather, it constitutes a comprehensive effort to improve educational governance, enhance academic service quality, strengthen administrative systems, and establish an educational ecosystem capable of adapting to technological and societal changes. Within this context, educational policy serves as the primary instrument that determines the direction, strategy, and effectiveness of digital transformation initiatives in schools and madrasahs (Sabrina, 2025).

From a political perspective, every educational policy is formulated through interactions among multiple stakeholders, including the central government, local governments, relevant ministries, legislative institutions, professional organizations, educational institutions, and the broader community. The interactions among these actors shape policy content, implementation mechanisms, and the allocation of financial and technological resources required for successful implementation. Consequently, the success of digital transformation depends not only on the availability of digital technologies but also on political commitment, supportive regulatory frameworks, inter-agency coordination, and the government's determination to position digitalization as a strategic component of national educational development (Hasbullah, 2023).

In recent years, the Government of Indonesia has demonstrated a strong commitment to educational digitalization through various strategic policies. Programs such as the School Digitalization Initiative, the implementation of the Merdeka Curriculum, the development of national digital learning platforms, the provision of Akun Belajar.id accounts, and continuous efforts to improve teachers' digital competencies illustrate concrete governmental initiatives aimed at accelerating digital transformation within educational institutions. These policies are designed not only

to modernize instructional practices but also to strengthen institutional governance and improve the overall quality of education (Dewey, 2020).

Within the madrasah system, digital transformation has also progressed through the implementation of integrated madrasah information systems, electronic administrative management, digital academic services, and technology-based instructional media. The findings indicate that these policies provide schools and madrasahs with clear strategic directions for educational innovation and institutional development. Digital transformation has consequently become an integral component of educational quality improvement strategies, aiming to establish learning environments that are more effective, efficient, inclusive, and responsive to the diverse needs of students in the digital era.

Furthermore, the analysis demonstrates that political support is essential for ensuring policy continuity and sustainability. Educational digitalization requires long-term planning, stable financial investment, and institutional collaboration that extends beyond political cycles. Policies supported by strong political commitment are more likely to achieve sustainable implementation because they facilitate infrastructure development, human resource capacity building, and continuous evaluation of educational reforms. Therefore, the politics of educational policy functions not only as a mechanism for policy formulation but also as a driving force behind institutional innovation and digital transformation.

Implementation of Digital Transformation Policies in Schools and Madrasahs

The implementation of digital transformation policies has resulted in substantial changes across various dimensions of educational practice. In teaching and learning, educators have increasingly adopted digital platforms to facilitate instructional activities. These platforms include Learning Management Systems (LMS), digital learning videos, virtual conferencing applications, interactive presentation software, online assessment tools, digital quizzes, and internet-based educational resources. The integration of these technologies has enabled students to participate in more flexible, interactive, learner-centered, and self-directed learning experiences while expanding access to educational resources beyond the traditional classroom.

Beyond instructional improvement, digital transformation has significantly influenced administrative management within schools and madrasahs. Administrative processes that were previously conducted manually have gradually been replaced by digital systems. These include student information management, attendance monitoring, academic assessment, financial administration, electronic correspondence, document management, and communication between schools and parents. The adoption of digital administrative systems has enhanced operational efficiency, reduced reliance on paper-based documentation, accelerated service delivery, and improved institutional transparency and accountability.

The findings also reveal that digital transformation has contributed to changes in organizational culture within educational institutions. Teachers are increasingly expected to develop advanced digital competencies to integrate technology effectively into classroom instruction. This expectation extends beyond technical proficiency, encompassing the ability to design innovative digital learning materials, implement technology-supported assessment strategies, and facilitate collaborative learning environments using digital tools.

Similarly, principals and madrasah leaders are expected to demonstrate digital leadership, enabling them to guide organizational change and encourage innovation throughout their institutions. Effective digital leaders establish clear institutional visions, motivate teachers to embrace technological innovation, facilitate professional development opportunities, and allocate resources strategically to support digital transformation initiatives. Consequently, digital transformation influences not only technological adoption but also organizational culture, leadership practices, institutional governance, and educational management as a whole (Firmansyah, 2023).

Despite these encouraging developments, the analysis indicates that policy implementation remains uneven across Indonesia. Schools and madrasahs located in urban areas generally possess better technological infrastructure, more reliable internet connectivity, and greater financial capacity than institutions situated in rural or remote regions. Such disparities significantly influence the extent to which educational institutions can implement digital transformation policies successfully.

These findings suggest that the effectiveness of policy implementation depends largely on institutional readiness, including the availability of technological infrastructure, sustainable financial support, competent human resources, and strong organizational leadership. Without adequate

preparation in these areas, the implementation of digital transformation policies is likely to produce unequal educational outcomes, thereby widening existing disparities among educational institutions. Therefore, ensuring equitable access to digital resources remains a critical priority for achieving inclusive and sustainable educational transformation throughout Indonesia.

Supporting Factors for the Implementation of Digital Transformation

The findings of this study indicate that the successful implementation of digital transformation in schools and madrasahs is influenced by several interrelated supporting factors. These factors encompass political commitment, technological infrastructure, human resource capacity, institutional leadership, and stakeholder participation. The synergy among these elements creates a favorable environment for integrating digital technologies into educational management and learning processes.

The first and most fundamental supporting factor is the government's political commitment to positioning educational digitalization as a national development priority. Strong political commitment is reflected in the formulation of comprehensive educational policies, the allocation of financial resources, the expansion of digital infrastructure, and the implementation of various capacity-building programs for teachers and educational personnel. Through these initiatives, the government has demonstrated its determination to modernize Indonesia's education system and improve its competitiveness in the era of digital transformation. Consistent policy support also provides schools and madrasahs with a clear strategic direction for implementing technology-based educational innovations.

The second supporting factor is the availability of adequate technological infrastructure. Schools and madrasahs equipped with stable internet connectivity, computer laboratories, laptops, projectors, smart classrooms, and other digital facilities are better positioned to implement digital transformation policies effectively. Reliable technological infrastructure enables educators to utilize various digital learning platforms, conduct online assessments, manage academic information systems, and facilitate interactive learning experiences. Conversely, inadequate infrastructure limits the effective integration of technology into educational practices and reduces the overall impact of digital transformation initiatives.

Another critical factor identified in this study is the improvement of teachers' digital competencies. Teachers who possess sufficient digital literacy and technological skills are more capable of designing innovative learning activities, developing digital instructional materials, implementing online assessments, and utilizing diverse educational resources available through the internet. Digital competence also enables teachers to adopt student-centered instructional approaches that encourage collaboration, creativity, critical thinking, and independent learning. Continuous professional development programs, technical workshops, and digital literacy training therefore play an essential role in strengthening teachers' readiness to implement technology-enhanced learning.

The study further reveals that digital leadership exercised by school principals and madrasah heads constitutes another essential determinant of successful digital transformation. Educational leaders with a clear digital vision are able to formulate strategic plans, encourage innovation, motivate teachers, and establish organizational cultures that embrace technological change. Effective leadership also facilitates collaboration among school personnel, coordinates institutional resources, and ensures that digital transformation initiatives align with educational objectives. As a result, digital leadership significantly influences the sustainability and effectiveness of technology integration within educational institutions.

In addition to internal institutional factors, parental and community support contributes substantially to the success of digital transformation. Education is no longer confined to the classroom but extends into students' homes and communities. Parents who actively support technology-based learning by providing learning facilities, supervising online learning activities, and maintaining communication with teachers contribute positively to students' academic development. Likewise, collaboration with local communities, private organizations, and other stakeholders can provide additional resources, technical assistance, and opportunities for innovation that strengthen digital transformation efforts.

Institutional collaboration also emerged as an important supporting factor. Partnerships among government agencies, universities, educational organizations, technology companies, and non-governmental organizations facilitate knowledge exchange, resource sharing, and professional development opportunities. Such collaborative networks enable schools and madrasahs to adopt best

practices, access innovative technologies, and improve institutional capacity in implementing digital transformation programs.

Overall, these findings demonstrate that successful digital transformation depends not on a single factor but on the interaction of political support, technological readiness, competent human resources, visionary leadership, and active stakeholder participation. The integration of these elements creates a sustainable digital ecosystem capable of enhancing educational quality and institutional performance.

Challenges to the Implementation of Digital Transformation

Despite considerable progress in promoting digital transformation, the findings reveal several significant challenges that continue to hinder the effective implementation of digitalization policies in schools and madrasahs. These obstacles are multidimensional, encompassing technological, financial, organizational, and human resource constraints.

The most significant challenge is the unequal distribution of technological infrastructure across different regions of Indonesia. Many schools and madrasahs, particularly those located in rural, remote, and underdeveloped areas, continue to experience limited internet connectivity, insufficient digital devices, unreliable communication networks, and inadequate technological facilities. These disparities create unequal learning opportunities and hinder the government's objective of achieving equitable digital transformation throughout the national education system.

Another major challenge is the limited digital literacy of teachers and educational personnel. Although many educators have begun integrating technology into their teaching practices, significant differences remain in their levels of digital competence. Some teachers continue to experience difficulties in operating digital learning platforms, developing multimedia instructional materials, conducting online assessments, and managing virtual learning environments. These findings suggest that professional development programs should be implemented continuously rather than as one-time training activities. Sustainable mentoring, technical assistance, and ongoing professional learning communities are necessary to improve educators' digital capabilities.

The study also identifies financial limitations as a critical barrier to digital transformation. Establishing digital infrastructure requires substantial investment in hardware, software, internet services, information systems, maintenance, and professional development programs. Schools and madrasahs with limited financial capacity often struggle to procure technological equipment, maintain digital systems, or provide continuous training for teachers. Consequently, financial disparities contribute to unequal implementation of digital transformation policies across educational institutions.

Another challenge concerns resistance to organizational change. Digital transformation involves not only technological innovation but also significant changes in organizational culture, work practices, and professional attitudes. Some educators and administrative personnel remain more comfortable with conventional teaching methods and administrative procedures, making them reluctant to adopt new digital technologies. Such resistance frequently arises from limited technological confidence, fear of increased workloads, insufficient technical support, or uncertainty regarding the benefits of digital innovation. Overcoming these barriers requires effective change management strategies, strong leadership, and continuous institutional support.

The rapid evolution of digital technology also presents an ongoing challenge. Educational institutions must continuously update technological infrastructure, software applications, cybersecurity measures, and digital competencies to remain responsive to emerging technological developments. Without continuous adaptation, digital transformation initiatives risk becoming outdated and less effective in addressing contemporary educational needs.

Furthermore, the study highlights that effective digital transformation requires policy consistency and long-term sustainability. Frequent changes in political priorities, leadership transitions, or budget allocations may affect the continuity of digital transformation programs. Sustainable educational digitalization therefore requires stable political commitment, consistent regulatory support, long-term financial planning, and systematic monitoring and evaluation mechanisms to ensure that policy objectives are achieved over time.

In conclusion, although Indonesia has made significant progress in advancing the digital transformation of schools and madrasahs, substantial challenges remain. Addressing these barriers requires coordinated efforts among government agencies, educational institutions, local communities, and other stakeholders. Investments in technological infrastructure, continuous professional development, institutional leadership, equitable resource distribution, and organizational change

management are essential for ensuring that digital transformation contributes to improved educational quality, greater equity, and sustainable national educational development.

CONCLUSION

The digital transformation of schools and madrasahs has become a fundamental component of efforts to improve the quality of education in the era of rapid technological advancement. The findings of this study demonstrate that the politics of educational policy plays a pivotal role in determining the direction, implementation, and success of digital transformation initiatives. Through the formulation of comprehensive regulations, the allocation of financial resources, the development of digital infrastructure, and the enhancement of human resource competencies, educational policies provide the strategic framework necessary for integrating digital technologies into teaching and learning, administrative governance, and educational service delivery. Strong governmental commitment, supported by effective collaboration among multiple stakeholders, has significantly accelerated the adoption of digital technologies and contributed to the modernization of educational institutions.

Despite these positive developments, the implementation of digital transformation continues to encounter several significant challenges. Persistent disparities in technological infrastructure, unequal internet accessibility, varying levels of digital literacy among educators, limited financial resources, and differences in institutional readiness across regions remain major obstacles to achieving equitable digital transformation. These findings suggest that the success of digital transformation depends not only on the availability of technological resources but also on the establishment of sustainable educational policies, equitable distribution of infrastructure, continuous professional development for educators, and strong collaboration among the central government, local governments, educational institutions, communities, and other relevant stakeholders. Addressing these challenges is essential to ensure that digital transformation benefits all schools and madrasahs regardless of their geographical location or institutional capacity.

Based on the findings, this study concludes that the politics of educational policy constitutes a key driving force behind the digital transformation of schools and madrasahs in Indonesia. Educational policies that are carefully formulated, consistently implemented, and continuously evaluated are more likely to create an adaptive, inclusive, innovative, and high-quality education system capable of responding to rapid technological developments and the evolving needs of society. Furthermore, sustainable political commitment, effective governance, and stakeholder collaboration are indispensable for ensuring that digital transformation contributes to educational equity, institutional resilience, and long-term national educational development. Future policy initiatives should therefore prioritize strengthening digital infrastructure, enhancing digital competencies, promoting equitable access to technology, and establishing integrated governance mechanisms that support sustainable digital transformation across all educational institutions.

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