COMPARISON OF EDUCATION POLICIES BETWEEN GERMANY, NORWAY, AND ENGLAND: AN IDEA FOR INDONESIA

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Abstract. There have been major changes in the transformation of education. All countries are currently competing to show their existence on the global stage. One effort to strengthen national identity is through education. Educational policies set by the government must support the abilities needed for global competition. This article aims to compare education policies from several countries. The countries studied in this article are Germany, Norway, and England. The comparison results are then mapped to provide recommendations for education policy in Indonesia. The research method used is a literature review. The main source of research is the book Partnerships in Education: Risks in Transdisciplinary Educational Research. The research results show that these three countries have implemented a partnership system in education. Germany builds a digital school network. Norway optimizes school-university partnerships. England focuses on equal distribution of education to communities of children from vulnerable families. These three policies are considered relevant to Indonesia's current needs. The recommendations that emerged were Accelerating the digitalization of schools in all regions, Developing a sister school program, Providing assisted schools for all universities, especially in education study programs, and Optimizing the "Corporate Social Responsibility" program for education.

Keywords: *Education Policies; Partnership in Education; Indonesian Education*

A. INTRODUCTION

The world of education is increasingly challenged to prepare students to face increasing globalization and the ability to master technology and various skills according to current developments (Zubaidah, 2019). Quality education is an important aspect of building a solid foundation for the progress of a country. Not only does it provide access to the community to obtain knowledge and skills. Quality education also plays a role in forming character and providing fair opportunities for all individuals.

Various countries are competing to increase their competitiveness to adapt to the new environment and become the best community whose existence is considered a superior and relevant nation in today's modern life (Muhali, 2019). In this case, education policy cannot be ignored. The development of a nation begins with investment in strong and quality education. A

good education system will produce skilled, knowledgeable individuals who can contribute positively to the country's development.

Development of the quality of education in Indonesia must be carried out jointly, not only by the government and educators but also by involving the community because the community has an important role in achieving the goal of quality education (Astawa, 2017). However, the government is crucial in creating effective and sustainable education policies. Not only does it determine a curriculum that suits the needs of the times, but the government must also pay attention to adequate educational infrastructure, recruitment, and training of quality teachers, as well as strict supervision of the implementation of educational policies.

One of the challenges faced in implementing education policies is inequality in access to education (Anita & Astuti, 2022; Miftah & Rozi, 2022). There are still remote areas that need help getting access to proper education. Long distances, lack of transportation infrastructure, and lack of educational facilities in these areas make it difficult for children to get quality education.

Another problem is the need for more quality teachers and adequate educational infrastructure. Low teacher quality will impact the quality of learning in the classroom. Apart from that, educational facilities such as laboratories, libraries, and sports facilities also affect learning effectiveness. Even though teachers are the main actors in efforts to create innovative learning (Fuadi, 2019).

Improving human resources (HR) quality is important for achieving sustainable and competitive development (Samosir & Hidayat, 2023). Expanding access to education to higher levels of education is important to increase Indonesia's competitiveness at the global level. Increasing participation rates in higher education will increase individual abilities in facing increasingly fierce job competition. It will also help improve Indonesia's human resources (Safitri et al., 2022).

Investment in education is not just about providing knowledge and skills to individuals but is also a long-term investment in the progress of a country. By improving the quality of human resources, Indonesia will have a skilled and innovative workforce able to compete in the global market and encourage sustainable economic growth. Finally, one of the main objectives of education policy is to increase Indonesia's competitiveness at the global level. In the era of globalization and increasingly fierce competition, the quality of education is an important factor in winning international competition. By producing quality graduates who can adapt to change, Indonesia can maintain its position in the global economy.

This article will discuss how important education policy is. The government's role is needed in making these policies. The community also has an important role to play in supporting existing policies. A comparison of policies from several countries was carried out to formulate an ideal policy concept. The country in question has developed policies based on partnerships with various parties.

B. METHOD

The method is library research (Munawir et al., 2022; Nasriyah et al., 2021). This library research is carried out by collecting information and data from libraries or the internet, which is used as material for research. The main source of this research is a book entitled *Partnerships in Education: Risks in Transdisciplinary Educational Research* (Otrel-Cass et al., 2022). The sections discussed are: (a) Chapter 2, *School Development Within Networks in a Digital World: Risky Ride or Beneficial Blessing?* (Gageik et al., 2022), (b) Chapter 8, *School–University Partnership for School Development: Risks and Realities of a National Policy Initiative in Norway* (Gunnulfsen & Jacobsen,

2022), and (c) Chapter 17, *Creating Transformational Change Through Partnership* (Laing et al., 2022).

C. RESULT AND DISCUSSION

First, Germany's state education policy. Germany has no unified school system, as each of the 16 federal states independently manages and regulates schools and educational institutions. Therefore, each state has its ministry of education. Ministers from 16 states convened a consortium, "Kultusministerkonferenz," consisting of all ministers responsible for education and schools, higher education institutions, research, and culture (Gageik et al., 2022).

One of the common goals of these 16 states is to face digitalization in education. To face this challenge, Germany formed a consortium. The consortium is divided into several expertise groups. There are at least three consortia formed, namely groups of school principals, ICT coordinators, and subject teachers. The task of the consortium is to determine a joint strategy for school development.

The three groups meet periodically. The aim is to share about the developments carried out. Between schools can adapt innovations that suit each other. This activity truly optimizes networking functions to achieve joint educational goals. They call it the DigiSchoolNet project. In this project, there are universities whose role is to conduct research. The research carried out is related to the collaboration system between schools. The final result of this collaboration is the creation of a digital school network in Germany.

Second, Norway's state education policy. The Norwegian government has established a policy through partnerships between schools and universities. All universities in Norway are required to collaborate directly with schools. Academics are asked to be directly involved in learning development. Building innovation together with teachers and school principals (Gunnulfsen & Jacobsen, 2022).

This policy aims to develop school competencies to strengthen teachers' basic skills, utilize the learning environment, and determine appropriate assessment aspects. Schools and universities must develop more practical and varied teaching methods to increase student motivation and learning outcomes. Academics no longer theorize in class but instead go directly to schools to solve learning problems with teachers. In this way, teachers are now clear about developing novelty in learning.

The parties directly involved are professors, lecturers, supervisors, principals, and teachers. Professors and lecturers are considered expert professionals. They are tasked with providing recommendations based on observations. Principals and teachers are considered recipients of the concept. They are tasked with implementing existing recommendations. Meanwhile, the supervisor has the function of controlling the existing collaboration.

However, in implementation, education policy in Norway faces several challenges. Among them are (1) Complexity and ambiguity of concepts. Professionals experience tension due to the complexity and ambiguity of concepts. They are asked to be directly involved in learning development (entering the classroom and making observations). Then, develop new, more varied concepts with the teacher; (2) Differences in interpretation. Professional actors in the University sector tend to confront schools with a particular interpretation. However, this interpretation often differs from the school's understanding, causing misunderstandings and misalignment in setting policy goals; (3) Clarification and continuity of roles. Professionals involved in partnership systems tend to need more authority to determine policy. There are concerns about the sustainability of collaborative activities after completing the specified period. Professionals also felt a need for more mandates to carry out ongoing supervision.

Third, British state education policy. The British government once established an education policy that explicitly focused on children's education. The UK calls this collaborative development model a "Children's Community." This policy plays a role in overcoming educational weaknesses. This model involves partnerships between various stakeholders and emphasizes long-term sustainable partnerships with community participation. This chapter also highlights the challenges and risks inherent in partnership work and the importance of empowering local communities (Laing et al., 2022).

Several organizations involved in this partnership pattern include schools, universities, local governments, the business world, charities, and local community members. The organization is obliged to ensure the educational future of children. The children in question are those from vulnerable (poor) family groups. The British government believes every child should have a good and secure future.

This program aims to improve the standard of living of underprivileged children. Things that need to be considered by relevant stakeholders are:

1. Leading organizations need to build long-term, sustainable partnerships and broad enough to cover sectors that are often difficult to involve in education, such as health and local business.
2. Involving the community in identifying problems in their area that hinder positive impacts on children, and involving them in finding solutions.
3. Location-based multi-agency partnerships provide more creative and effective solutions.

To run this program, there are several principles. The principles for developing school partnerships with local communities are:

1. Strengthening commitment to the educational future of every child in the area.
2. Building sustainable collaboration with community institutions.
3. Strengthening data on potential assets in the community that can support partnership programs.
4. Strengthening commitment to a holistic approach to addressing educational weaknesses.

Kebijakan ketiga negara tersebut bukanlah yang terbaik. Namun setidaknya ada beberapa aspek yang dapat diadaptasi. Beberapa aspek yang dapat dijadikan acuan pengembangan pendidikan di Indonesia dapat dilihat dalam tabel berikut:

Table 1. Education Policies

Country	Education Policies	Recommendation
Germany	1. DigiSchoolNet Development 2. Optimizing networks between school principals, teachers, and ICT managers in a consortium. 3. Accelerate learning innovation.	1. Accelerate the digitalization of schools in all regions. 2. Developing a sister school program. 3. Providing assisted schools for all universities, especially in education study programs. 4. Optimizing the "Corporate Social Responsibility" program for education.
Norway	1. Strengthen school and university collaboration. 2. Provide teaching hours for professors and lecturers at schools so that learning problems can be observed directly.	

| England | 1. Focus on education for children from vulnerable families. |
| | 2. Involve the community in making educational policies for children from vulnerable families. |

Technology is currently experiencing increasingly rapid development, especially in information systems. This condition can help and facilitate the acceleration of work and innovation in various fields, one of them is education (Fitria et al., 2021). The acceleration of school digitalization will be able to provide easy access and overcome distance and time problems. Digitalization in all regions is a logical consequence that can be the main focus of government policy (Isma et al., 2022). One simple way is to optimize the help of learning facilities such as laptops, computers, tablets, and other digital devices. One thing that is no less important is equal distribution of internet access.

One of the learning achievement problems is the difference in conditions and abilities of schools in developing learning (Bhengu & Mthembu, 2014). Currently, Indonesia has many excellent schools, but on the other hand, many schools still need guidance and assistance. If we look at several partnership patterns from several countries, the sister school program is believed to be worthy of development. The government must have a policy that requires leading schools to partner with non-leading schools. Collaboration must be long-term so national education goals can be optimized. This sister school program is believed to be able to impact changes in the learning, achievement, and cultural behavior of teachers, students, and other educational components (Black & Cutler, 1997).

Providing assisted schools for all universities, especially in education study programs. Universities should be more optimal in directly creating learning innovations in schools. School-university collaboration will bring together academic and practitioner knowledge more synergistically to support learning (Sanderson, 2016). School-university partnerships will improve the practical skills teachers need to teach competently and think broadly, deeply, and imaginatively about education (McAllister, 2015).

Optimizing the "Corporate Social Responsibility (CSR)" for education. Hohnen explained that Corporate Social Responsibility (CSR) is a program that becomes a medium for companies to develop society by considering the existing social and environmental situation (Ibrahim et al., 2021). Education in Indonesia should be able to get more support from companies, be they BUMN, BUMS, BUMD, etc. Companies can be asked directly to participate in improving the quality of education. The format of support can be many things. Start from accelerating digitalization by providing assistance with school equipment supplies, providing internship opportunities directly to pupils and students, providing scholarships to students from vulnerable families, and providing employment opportunities for scholarship recipients who excel. At least the government's obligation to meet the needs of school facilities in all regions can be done more quickly with partnerships with companies.

D. CONCLUSION

The quality of education is an important investment for the progress of a country. To achieve quality education, effective and sustainable education policies from the government are needed. Although there are challenges in implementation, such as unequal access to education and lack of quality teachers, efforts to expand access to education to a higher level and improve

the quality of human resources as a long-term investment must be made. In this way, Indonesia can increase its competitiveness at the global level and achieve sustainable progress.

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