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## Education Policy Implementation at School Level: A Study of School Strategies for Facing Social Change at Klaten Senior High School, Indonesia

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**Abstract.** Social changes in the digital era have had various impacts on education policy. It is important to investigate how educational institutions implement these policy practices to find out how they can realize the vision, mission and goals of education and overcome various problems of social change. This research investigated the implementation of educational policies in the face of social change in the current era of digitalization. A case study research design using a descriptive qualitative approach guided this researcher. The first findings revealed that social changes that influence educational policies in schools include changes to learning models, use of technological tools, information accessibility, interaction, and collaboration in the teaching and learning process. The second finding discussed the existence of positive impacts and potential negative risks on the implementation of school policies due to social changes that occur. The third finding explained four school policy strategies in facing social change, including curriculum adjustments, guidance counseling, collaboration, and digital literacy. The conclusion was that the education policy at Klaten Senior High School (SMA) is generally effective in dealing with the worst impacts that may occur due to social changes in the digital era. It was hoped that these findings would become concrete steps for developing education policies at the upper secondary level. The aim was to improve the ability of teachers and students to face social changes in the digital era and for a better future. The government, through educational institutions, should provide maximum support for the implementation of educational policies.

**Keywords:** education policy; social change; senior high school

## 1. Introduction

Social changes in education are closely related to technological developments and globalization in the era of digitalization. Educational institutions from elementary school to tertiary level encourage teachers to improve academic proficiency, develop skills, acquire digital competence, and innovate teaching and learning processes so that graduates can face technological challenges and develop skills that are relevant to global demands (Benavides et al., 2020; Starkey, 2020). The era of digitalization raises many concerns about increasing global competition and the use of technology that replaces human work (Abidin et al., 2020; Alexandro & Basrowi, 2024). The literature examines 102 studies that show evidence of artificial intelligence and robotics causing job losses due to automation (Filippi et al., 2023). Other evidence adds to the claim that jobs are disappearing for workers with low levels of skills and education (Lima et al., 2021; Ramaswamy, 2018).

The era of digitalization will also create a demand for new job opportunities. These jobs are aimed at those who are skilled in particular jobs that are needed to meet market demand (Acemoglu & Restrepo, 2019; Fleming, 2019; Kamran et al., 2020). This happened because social problems emerged owing to changes in meeting consumer needs based on technology and industrial directions which influenced people's lifestyles (Mont et al., 2014). Stakeholders continue to pay attention to social aspects to develop appropriate strategies to anticipate these social changes (Crane & Ruebottom, 2011). Therefore, the current research agenda supports the importance of a person receiving education as a factor in obtaining training and developing competent skills (Daminov et al., 2020). The teaching and learning process, the way teachers teach, infrastructure, and curriculum development are most often found to be factors that influence quality education (Bonfield et al., 2020). This is the reason that educational institutions are required to be able to improve the skills of their graduates.

Teachers are often the ones who are blamed for the low quality of student learning. Education policies and systems sometimes do not fully support them to be able to teach effectively (Ingersoll, 2020). Likewise, other problems are related to the weak support of school committees in contributing to educational policies that favor teachers (Kusumawati, 2022). Recent studies revealed new evidence regarding concerns about the negative impact of technology use in reducing analytical skills and violating ethical codes (Grassini, 2023). In addition, previous findings revealed that not all educational institutions have professional quality teachers, sufficient funding, or adequate facilities (Batubara, 2021; Bolaji & Jimoh, 2023; Van Geel et al., 2022). Some schools in developing and poor countries have not been able to adopt technology, especially those in underdeveloped, frontier, and rural areas that have low socioeconomic quality (Itasari, 2019).

It is especially interesting to study social change in the digital era in Indonesia more widely regarding education policy in the sense that education is continually changing. Previous literature linked significant social changes in the digital era to the needs of the education system, for example, in terms of innovation in the teaching and learning process which is supported by the role of Internet access, social media, and digital content (Ansari & Khan, 2020; Oke & Fernandes, 2020b; Szymkowiak et al., 2021). Rodrigues et al. (2021) explain that each level of

education has different needs and uses for technology. However, there is not enough evidence to reveal that this change has influenced educational policies in schools, especially the teaching and learning process between students and teachers. Policies or decisions made by the government and educational institutions are one of the external factors that encourage change, especially changes to the learning curriculum and supporting infrastructure (Putri & Suhardi, 2023).

Empirical evidence reveals that education policy in Indonesia, especially at the senior high school (SMA) level, needs to rethink the benefits, challenges, and strategies that accompany social change and digital transformation (Febrianto et al., 2020; Dewi & Alam, 2020; Thaheem et al., 2022; Rahmawati & Sujono, 2021; Mailizar et al., 2020). This problem of education policy implementation is also related to school responsibility and teacher involvement in achieving educational goals (Agustini et al., 2020; Hannaway, 2019; Ramaswamy, 2018). A different opinion was put forward by Sudarmo et al. (2021) which reveals the impact of curriculum transformation and innovative learning media in the digital era in supporting the achievement of educational goals. This perspective is based on changes to students' behavior. Therefore, social change in the field of education can be seen from several different points of view in achieving educational goals, their future and level of education policy. At the national level, recent education policies have led to a zoning system to reduce disparities in education quality.

The purpose of this study is to determine the bright spots/benefits? in the implementation of educational policies in high schools amidst the phenomena of social change and digital transformation. The results of previous research showed inconsistencies and are not convincing. There needs to be a great deal of evidence from various sources that can reveal how the era of digitalization can cause social change and have an impact on the implementation of educational policies in schools. This study attempts to reveal school strategies qualitatively in dealing with social change as an impact of policy implementation.

## **2. Literature Review**

### ***Education Policy***

Educational policy is a process of change that aims to guide educational decision making that is legally neutral and moderately adapted to the educational environment. The study further states the determining factors in implementing educational policies aimed at advancing education and learning and influencing the education system. These factors include commitment to mastering students' basic abilities in terms of literacy and numeracy; coherent implementation strategies; smart policies supported by stakeholder involvement; regular, accurate and relevant learning measurements; system alignment with learning commitments; support for teachers in the teaching and learning process; and adapting approaches in educational policy making (Viennet & Pont, 2017). The literature investigates how to realize effective education policies by taking capabilities in the field into account. This also shows that education policy is a means of increasing socioeconomic opportunities and developing human resources. Therefore, personnel capacity, funding availability, gradual implementation, support by research capabilities, production of science and

research, and sources of future excellence are important considerations of a policy (Peters, 2001).

Empirical studies reveal factors that influence national education policies such as political dynamics, socio-cultural dynamics, pluralism or diversity, demands for decentralization, demands for globalization, and technological advances (Ball, 2010; Mónus, 2022). Meanwhile, educational policies made/drafted in schools in practice are dependent on funding sources, learning resources, government support and the social and economic conditions of students (Sulistiyorini et al., 2022; Wangila, 2017; Warman, 2021). In essence, policy implementation ultimately needs to be evaluated so that it can become a means of collecting and managing information about educational programs or services to determine recommendations for needed improvements. The aim is that education policies are implemented according to the standards determined by policy makers (Ajayi & Adeyemi, 2011). At the government level, national education policy is essential in protecting and providing supervision of educational activities so that they are carried out in accordance with plans to achieve goals. Meanwhile, at the educational institution level, the aim is to ensure the implementation of national education goals (Hunt, 2013).

Some of the problems found in the process of implementing education policies include (a) unclear policy objectives; (b) the rapid development of society which is the target of policy; (c) unclear problem, source of problem and symptoms of the problem; and (d) the relationship between one problem and other problems (Kauffman et al., 2022; Steiner-Khamsi, 2013; Van, 2022). Previous studies investigated issues related to education policy that occur in the digital era, namely limited access to education, high costs of education, educational inequality, low quality of teachers and teaching staff, irrelevant curriculum, quality of facilities and infrastructure, digital divide, and quality examination and evaluation (Batanero et al., 2022; Little & Bartlett, 2010; Shaturaev, 2021; Teräs et al., 2020).

### ***Social Transformation***

Social change is a change to behavior patterns, social relationships, institutions and social structures at a certain time. This occurs because there are changes to interactions within society when they take place within society itself (Rifa'i, 2023). Opinions differ about how the process of social change can occur. First, there is diffusion of various social and cultural forming elements in the form of ideas, beliefs and other things. This spread can occur from individual to individual or larger groups. Second, acculturation occurs due to the entry of foreign culture into a group of people which causes foreign cultural elements to adapt to the original culture of a particular community. Third, assimilation occurs when there are two individuals or groups with different cultural backgrounds who interact with each other over a long period of time. This process can eliminate or reduce cultural differences between groups of society in order to achieve common interests. Fourth, accommodation which shows a balance in social relations among groups which is related to the norms or values that apply in society (Portes, 2010). Social change can be caused by various influences and have an impact on changes in the structure, organization and social relations within it (Firth, 1954; Goa, 2017).

There are three categories of social change, including (i) social change which originates within the system itself with little or no outside initiative; (ii) social change which influenced by external factors or external parties spontaneously by bringing new ideas into community activities; and (iii) social changes that occur owing to new ideas or ideas from outside that are carried out deliberately (Greenwood & Levin, 2006). Another opinion explains that the reason social change occurs is because of changes in social institutions within a community group. This change then causes the social system of society to change. For example, changes occur in social values, attitudes and behavioral patterns of society, as well as in the structure of society (Katz, 1974). Social change occurs because people are able to develop ideas or thoughts for their actions so that they can create and accept change. One of the main factors is education which continues to develop from time to time (Rury & Rury, 2017). These changes not only impact individuals but also society. Other findings add other aspects that include changes in values, norms, social structures, technology and the social environment (Greenfield, 2018).

The dimensions of social change that occur in society are divided into three categories. The first is the dimension of social change in the structure of society. This structural change is also related to the policies issued in making decisions. Second, social change in a culture is caused by modernization and new discoveries that are integrated into people's lives. The third is the interactional dimension of social change which is influenced by technology. A society that is close to technology causes direct social relations to disintegrate increasingly and can trigger conflict in society (Goyal, 1996). The study explained that social change does not just happen without symptoms but rather there are driving factors. For example, there is a new discovery in a particular community that replaces the old culture or combines it into one whole, thereby bringing about social change (Landis, 1935). Different opinions mention the influence of population size and the emergence of conflict, fighting or opposition due to pluralism or the emergence of majorities and minorities in a particular community which then produces a new culture or social phenomenon (Chase-Dunn & Almeida, 2020). Openness at levels of society is also a factor in social change because the type of society is influential in responding to something new. Influential people are those who are open to innovation. Therefore, it is easy to accept these changes (Scott, 1972). People who have high levels of motivation to achieve have a strong desire to progress and develop. This has a positive impact on social changes that occur in society. Likewise, if the education system is advanced, the higher and better the quality of education, the greater the opportunity to have the perspective and insight to accept social change (Stephan et al., 2016).

### **3. Method**

This research used a case study design as outlined in the implementation of research steps (Baškarada, 2014). The purpose of this design was to source, explain, assess and analyze in depth information related to educational policy issues in facing social change in the digitalization era. There were three themes emphasized to be investigated in this research, including (a) social changes faced by the school, (b) the impact of social change on education at the school, and (c) efforts made by the school itself. These three themes are connected/associated?

with existing educational policy practices in Indonesia, especially for the area of *Sekolah Menengah Atas/ SMA* (senior high school educational institutions) in Klaten district, Central Java Province, Indonesia. A descriptive qualitative approach was used to ensure the quality of the research process because the researcher would interpret the data that has been collected. This qualitative approach helps provide a rich description of the phenomena that occur. The research implementation time was from August 2022 to November 2023.

The participants of this research consisted of the school principal, deputy principal, the school development team, and teachers who have used Internet-based learning models. The selection of participants was based on purposive sampling which aims to describe objects based on certain characteristics. This study was based on characteristics which included people who have authority and responsibility in schools, have knowledge of social change and educational policy, and are involved in the use of digital technology in the field of education and learning. The research instrument consisted of a grid arranged to guide data collection through observation and interview techniques.

Qualitative data collection techniques were carried out using a process of observation and semi-structured interviews. Qualitative data analysis refers to the concept of Miles et al. (1994). The data validity test in this study used triangulation of sources, techniques and time. Source triangulation tests the credibility of the data by checking the power/information?/data? that has been obtained through several sources from interviews, archives, other documents as well as previous theories and studies on the same topic. The data obtained was then analyzed to produce the essence needed to then seek agreement from the sources obtained. Technical triangulation was carried out by checking the same source with three different techniques using observation, interviews and documentation techniques. Time triangulation was carried out by collecting data in different time periods.

#### **4. Result, Discussion and Conclusion**

##### *Social Changes faced in the Implementation of Education Policy in Klaten Senior High Schools*

The first finding was the theme of implementing education policies in facing the phenomenon of social change in the digital era. The findings revealed that social changes have influenced education policy at SMA (senior high school institution) in Klaten through four aspects, including (a) changes to personalized learning methods; (b) changes in the use of technological tools in learning; (c) changes to information accessibility; and (d) changes to interaction and collaboration between students and teachers. Personalized learning comprises the support of adaptive digital learning tools, for example, computer programs that adapt to learning material and students' abilities so that they have an enjoyable learning experience. The use of digital media and resources or technological tools in learning refers to the fact that printed books started to be replaced by digital books and interactive learning materials. Teachers also used videos, animations, images and various types of learning support media. Accessible education is demonstrated by students being able to access learning materials online from anywhere and at any time. This change allowed students to learn independently

and gain new knowledge without having to be bound by time and space. Wider interaction and collaboration were created among teachers, students and the learning environment through online learning platforms. Students could discuss and share ideas, and collaborate with their classmates and students from other countries or schools. This means that social changes from aspects of interaction and collaboration had broadened students' horizons and facilitated collaborative learning.

In the process, the formulation of education policies was based on the aspirations, demands and needs of society, and the workforce industry in the digital era. Policy makers in schools first detected the aspirations that are developing in society as a result of social changes that occur and then they formulated the appropriate policies. In addition, they also focused on rational considerations to support the availability of quality teachers who were competent in their fields so they could improve learning outcomes and student achievement by taking advantage of social change and digitalization. In more depth, the findings explained that this education policy does not merely respond to social changes but also responds to community demands after the policy has been implemented. The participation of the entire organizational structure was driven both in the formulation and implementation of education policies.

Educational policies influenced how Klaten Senior High School (SMA) managed and provided services to students. The concept of independent learning had emerged in the independent learning curriculum which utilizes technology-based learning models to effect a new breakthrough that is more efficient and effective. Previous studies revealed important aspects contained in education policy related to social change, including (a) the fact that an education policy is an explanation of the vision and mission of education in society; (b) educational policy is a practical science that includes unity between educational theory and practice; (c) an educational policy needs to have validity in developing individual personality; (d) an educational policy is aimed at students as agents of change; and (e) an education policy is directed at the formation of a democratic society. These five important aspects were the starting point for educational policy practice in schools.

In the formulation of current educational policies, it is required to utilize technology in such a way as to support the learning process in schools. This statement was explained in an interview conducted with a school teacher at a senior high school in Klaten:

*"With technology, learning becomes interactive, interesting and fun for students. Teachers use a variety of technological tools to facilitate effective learning. However, these social changes can also bring new challenges related to the digital divide between students who have access and technological skills and students who do not have such access and skills."*

The statement above revealed that social changes have had a major influence on the learning models employed by teachers. The innovative learning model focuses on the use of technology. This was a new challenge for teachers and students. Previous studies revealed five problems that generally arise after the

implementation of educational policies in schools, particularly regarding social changes in society. The first problem is related to procedural matters, namely how schools organize and develop national education policies and adapt them to existing policies in schools and their work. Second was a substantial problem, namely the problem that relates to the consequences of an educational activity. For example, the issue of digital competence. Third, distributive problems can be solved individually and involve a small amount of the social environment. Fourth, regulatory problems which cause obstacles and restrictions in carrying out teaching and learning activities in class. Fourth, redistributive problems occur because they are related to the exchange of references that occurs between students and teachers (Hanushek et al., 2003; Pettersson, 2018; Rozentāle, 2019). This study found that in practice, the main policy practice problem faced by SMA Klaten was substantial because school policy demanded the digital competence of teachers and the skills of students in utilizing science and technology without distinguishing between those who can learn quickly and those who are weak in adapting.

Based on observations, the actors implementing policies did not all pay attention to issues of social change that occur in society. Therefore, during the COVID-19 pandemic, distance learning practices initially failed. Therefore, the school immediately took steps to evaluate the policies that had been implemented. Burbules et al. (2020) explained the importance of paying attention to social change and science and technology to formulate education policies. Current social and technological changes in education have changed existing ideas, conceptions and educational goals. Each aspect that emerged would bring risks as well as the possibility of developing new policies. Therefore, they are now starting to be more careful in paying attention to issues of social change and digital technological transformation so as not to experience the same failure in the future. The school development team at SMA Klaten indicated the following:

*“These social changes have involved changes in the curriculum and evaluation methods used by teachers. In an era where information technology is very easy to access, students need to be equipped with critical thinking skills to support problem solving and digital literacy. This social change also includes ways of teaching and learning, interacting, and the learning environment.”*

Various innovations were opportunities for SMA Klaten to be better in the teaching and learning process. These social changes changed the interaction between teachers and students. The use of information technology made it easier for teachers to prepare learning implementation plans (RPS). Moreover, students could easily find the information they needed to complete their learning assignments. This has also been revealed in previous research, namely that technology will create learning innovations and also develop the skills they need (Almazova et al., 2020; Benavides et al., 2020; Oke & Fernandes, 2020; Herman et al., 2022; Starkey, 2020).

In Indonesia, there are several regulations that support educational policies related to the use of technology due to social changes. First, the National Education System Law number 20 of 2003 regulates the national education system



which provides a foundation for the development and use of technology in the education sector. Second, the Minister of Education and Culture Regulation Number 44 of 2019 concerning Process Standards of Primary and Secondary Education level states that the use of information and communication technology can be used in the learning process to improve the quality of education. Even though there are no regulations that specifically regulate social change in education in the digital era, the government continues to strive to develop policies and regulations that are able to support the use of inclusive technology effectively.

### *The Impact of Social Change on Educational Policy at SMA Klaten*

The second finding emphasized social changes in the era of digitalization which have had a significant impact on the direction of education policy at SMA Klaten. This research found not only positive impacts but also negative impacts on teachers and students at school. The positive impact is related to changes in learning models that are more innovative owing to the use of digital technology. Students can access the Internet and search for learning materials that support the completion of assignments given by the teacher. This means that education policies in schools aimed to fulfil the need for technology-based learning as a learning medium, as explained by the school principal at Klaten senior high school:

*“Social change has a significant impact on the way learning and teaching is done. Therefore, Klaten Senior High School tries to manage its school policies wisely and ensure that the technology used is a tool capable of supporting effective and inclusive learning. In dealing with negative impacts that may occur in the future, the role of teachers is very important. Teachers develop technological skills and learn to understand how to integrate technology in learning through training provided by both schools and the government through the ministry of education.”*

From interview above, it could be understood that the impact of social change on educational policy practices at SMA Klaten is specifically related to the teaching and learning process and curriculum development. Social changes in the digital era have had consequences in the form of positive impacts and problems in education. The positive impact is the use of digital technology in learning models to improve the quality of learning and student competence. In turn, this will encourage efforts to meet the market demand for new jobs in the future. According to Kamran et al. (2020), certain jobs require technology-based skills according to industry and societal demands.

Current school policies try to align education policies, especially education system issues, with learning commitments. In practice, the learning curriculum requires teachers to know how to teach digital literacy (Humas, 2020). Therefore, it will have a positive impact on students' practical skills and competence in using digital technology. It is essential for students to acquire this skill because in an ever-changing social environment they must be able to process complex information, think systematically and critically, be creative, and be able to solve real problems in the digital world. Problems can arise when schools fail to practice educational policies, for example, in not providing quality infrastructure and teachers. The same opinion was also expressed by previous studies, namely that not all

educational institutions have professional quality teachers, sufficient funding, or adequate facilities (Batubara, 2021; Bolaji & Jimoh, 2023; Van Geel et al., 2022).

Stakeholders believe that digitalized education would have significant added value if managed as well as possible. It is essential to learn more about both the positive and negative impacts of social change on educational policy practices as explained in an interview with a teacher at SMA Klaten:

*“The changes currently occurring have prompted policy practices in terms of curriculum development to change. Old teaching methods and practices are replaced by new ones, the introduction of changes in instruction and assessment guidelines (exams). Apart from that, digitalization affects the educational ecosystem, making learning spaces wider and the learning process more flexible. The school provides the widest possible opportunities for teachers to apply innovative learning models to support the teaching and learning process. As a result, teachers become innovative heralds and facilitators. Teachers are not only transmitters of knowledge, but are required to be mentors and facilitators whose job is to help students adapt and apply the knowledge they have acquired. Another impact is that the policy encourages high school education which has the potential to produce digital skills that will later be needed by the digital economic-business ecosystem. This means that Klaten Senior High School graduates may be able to meet labor demand.”*

The statement from the teacher (above) indicated the positive impact of social change on educational practices at SMA Klaten. A number of interviewees also expressed the view that social changes in the digital era have the potential to have negative impacts. According to them, digital education has the potential risk of ignoring effective learning processes, namely processes related to students' emotional suffering/development? and self-actualization in the learning process. To support education policies, schools provide adequate facilities to support the application of good information technology facilities and strong Internet access for the implementation of the teaching and learning process (Arifin & Sulkify, 2021). This condition is different from other private high schools which have to depend on operational costs and government assistance which is not sufficient to provide adequate infrastructure. Limited funds negatively impact the learning process (Ahmad, 2021). Therefore, schools need to pay serious attention to the availability of school infrastructure so that the implementation of education policies is successful.

From the observations made, it appears that current social changes have changed the relationship between teachers and students. Dealing with students who have free access to various sources of information make teachers with inadequate levels of competence less confident. Teachers must strive to free up time and energy to develop interactive and interesting teaching methods based on social changes and the current digital era. In addition, traditional learning methods are starting to be abandoned. Many studies have discussed the issue of whether "old" traditional learning methods should be abandoned in favor of more innovative and effective methods. In fact, modern methods adapt to traditional learning contexts because they are firmly rooted in a specific teaching and learning philosophy that can only

be done through a face-to-face learning process. Another reason is because the learning method or approach used greatly influences students' motivation and learning styles (Hiep, 2000). Therefore, policy makers need to be careful in preparing policy plans.

Some previous studies found that students who study online have slightly worse academic performance and achievement and experience more difficulties in learning than students with face-to-face learning (Chisadza et al., 2021; Bir, 2019; Hu et al., 2014; Yeboah & Smith, 2016). Meanwhile, other studies found that social changes and technological transformation in education led to teachers' experiencing depression because they are unable to keep up with existing technological changes. As a result, they do not have sufficient skills to share knowledge, insight and skills with their students (Santamaría et al., 2021). Even more serious problems arise because schools that implement education policies have been found to produce more graduates with alienated personalities, lack of opinion, and no strategic vision. This is because failure to integrate appropriate technology into the learning process is detrimental to students as they progress to higher levels of education or enter the labor market (Tuytens & Devos, 2014). These various negative impacts have given rise to a concern about the identity and dignity of society in the future.

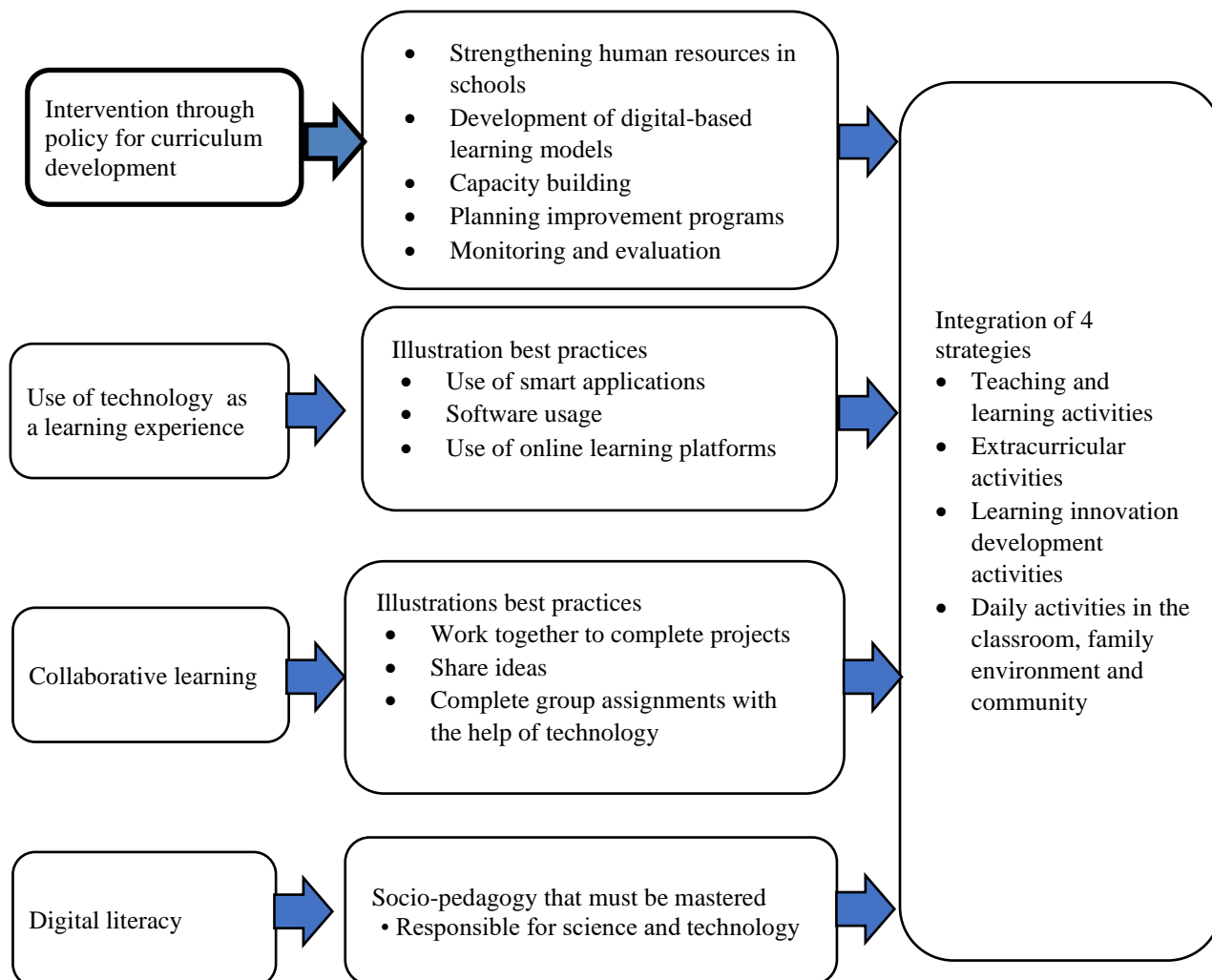
The era of digitalization which has resulted in various social changes is a necessity. The social changes that occur are in the form of increasingly open public access to information and resources, different perspectives, and consumption. On the other hand, social change is usually accompanied by various unplanned impacts and risks, thereby negatively impacting educational institutions. The most worrying impact of social change is changes in learning mechanisms/methods?. Therefore, resources need to be prepared to face new learning model situations in the future.

#### ***Klaten Senior High School Strategy for Facing Social Change in the Implementation of Educational Policy***

The third finding focused on educational policy strategies in schools when facing social change. The findings reveal three important strategies that emphasize vital aspects of supporting the implementation of national education policies. These include (a) adjustments to the learning curriculum; (b) counseling guidance, and (c) digital literacy. In terms of strategies to face social change, SMA Klaten, through its school policy, has committed to a new, more innovative learning curriculum by utilizing the Internet to support the teaching and learning process. SMA Klaten also has supported the mastery of basic digital literacy skills and aligns the current education system with learning commitments. This was a strategic step to improve the quality of education at the high school level.

Implementation of policy implementation strategies refers to clarity regarding the various tasks, responsibilities and important aspects needed to move towards achieving policy success. These findings prove/indicate that an education policy involves many strategies and requires time to understand its implementation. The principal of SMA Klaten supported teachers effectively in the teaching and learning process. This support was provided from the time the teacher receives

professional teacher education (pre-service) until as long as the teacher is in the profession (in-service). In more depth, the interview results revealed the following four educational policy strategies at SMA Klaten in facing social change in the digital era (Figure 1).



**Figure 1: Strategies for Facing Social Change through School Policies**

From Figure 1, four main factors are indicated. First, the learning curriculum must be adjusted to include relevant technology skills, namely programming, the use of digital media, and cyber security. Second, technology must be used in learning through various applications, software and online learning platforms to create interesting and effective learning experiences. Third, collaborative learning allows teachers to encourage students to work together, share ideas and solve problems using technology. Fourth, students are given a good understanding of digital literacy, including how to be responsible for science and technology, and social media in particular. Students are taught about online security, personal data protection, and critical assessment of information on the Internet.

One of the most important actors in social change are educational institutions (Campbell, 2018). Educational institutions have a significant role and need to

prepare for change. Therefore, SMA Klaten needs to be prepared to face change by facilitating access, value and competency development for the entire organizational structure including principals, teachers and students so that they do not encounter problems due to rapid changes. One of the important strategies carried out is optimizing education policies in the fields of curriculum and infrastructure. As stated by the deputy school principal at SMA Klaten:

*“Curriculum as a learning plan for four important objectives including; (i) national education goals, (ii) institutional goals, (iii) curricular goals or fields of study, and (iv) instructional goals are important means of measuring the abilities of oneself and consumers of education at SMA Klaten. Apart from that, this is related to the pursuit of targets that make it easier for students to understand various materials or carry out the learning process every day more easily.”*

From the statement above, it could be understood that SMA Klaten has educational goals that must be achieved by being guided by educational policies through the learning curriculum. In addition, through educational policy strategies, students gained new experiences which can be developed and can become provisions for the future according to the social changes that are occurring. This curriculum strategy also made it easier for teachers to map out learning schedules. Teachers could divide their time to plan their work according to their responsibilities. Curriculum development strategies made it easier for students to map out what they have to do from time to time/according to a time schedule?, adapting to evaluations carried out by teachers every three or six months. Meanwhile, for teachers, curriculum strategies would be very useful in implementing teaching methods. Teachers would feel they are being effective because they can teach following the structure that has been created for delivering material and conducting student evaluations subsequently. With the curriculum, teachers can evaluate students' progress in processing the knowledge and experience that has been provided during the teaching and learning process.

The next strategy was an education policy that focused on counseling and digital literacy. The field of counseling guidance emphasizes four important aspects, namely personal guidance, social guidance, learning, and future career paths. The targets are providing guidance to students to assist and prepare them to discover their identity, understand their situation and environment, and plan their future. Meanwhile, a digital literacy strategy entails policies that focus on efforts to increase understanding of the appropriate use of digital technology and avoiding negative content. In this regard, the school principal at SMA Klaten explained that:

*“The low mastery of digital literacy skills among students in Indonesia is one of the problems of low student learning outcomes over the years. Klaten Senior High School is aware of this so the strategies rather than policies they implement include emphasizing digital literacy indicators with teacher education program achievement targets including: (a) ability to master reading and writing teaching materials; (b) ability to create student assessment instruments; (c) ability to master numeracy learning materials; (d) able to create learning media; and (e) able to create teaching strategies.”*

From above statement by the school principal, it could be concluded that the education policy strategy at SMA Klaten supported teacher education programs. Therefore, teachers had knowledge about effective teaching methods, especially in teaching digital literacy and numeracy. Previous literature explained that the support provided to teachers is adjusted according to their competency level. New teachers needed adequate induction or mentoring during the transition period from prospective teachers to teaching in the classroom. Meanwhile, teachers who are already teaching need support to develop their teaching skills in accordance with changing times and the problems faced in their classes.

Some literature on teaching and learning studies states that there are two factors to which strategic education policymakers need to pay attention in order to create an environment that supports teachers to teach well/effective teaching?. First, there needs to be a refocus in professional development on teaching skills. Second, reforms in teacher training would attract, retain and motivate teachers so they can offer quality teaching (Agustini et al., 2020; Hannaway, 2019; Ramaswamy, 2018). The literature explains that quality teachers are those who are able to teach effectively (Jitendra et al., 2022). Therefore, to create and retain quality teachers, this support must be ongoing so that their teaching remains relevant?. The social changes that occur in the digital era include the interactional dimension whereby society is influenced by the introduction of technology, resulting in everyday relationships becoming increasingly distant (Cahyono, 2016). Our interactions that are built primarily around being able to carry out social activities. In this case, the era of digitalization has led to human interaction becoming less personal in many spheres. Changes in the educational structure occur due to policies regarding making decisions related to current social changes.

Ultimately, social changes in the era of digitalization could have many positive impacts on educational institutions at the high school level. There are many benefits, such as easier and more equal access to technology and information. However, there are also negative impacts that need to be considered because rapid social changes require educational policies that are effective in overcoming both current and future obstacles and challenges. The increasingly massive development of technology and industry has resulted in students' thinking patterns and behavior changing. There are two strategies that can be implemented to anticipate these changes, namely optimizing education policies that emphasize aspects of increasing teacher competency, student guidance and counseling services, and expanding digital literacy.

Based on the data, it could be concluded that SMA Klaten's education policy is generally effective in coping with the worst effects that may emerge as a result of social changes in the digital era. It was envisaged that these findings would lead to meaningful initiatives for creating upper secondary education strategies. The goal is to increase instructors' and students' abilities to deal with social changes in the digital age and to prepare them for a better future. The government, through educational institutions, should provide the greatest possible assistance for the implementation of educational policy in order to advance learning in Indonesia

## 5. Implication and Suggestion

Teachers and education policy makers must provide adequate support and training so that teachers and students can adapt to social changes in the era of digitalization as well as being able to deal with the negative impacts that occur as best as possible. Training should include enhancing technological skills and promoting relevant educational and learning concepts.

From the results of these findings, it is hoped that it can provide benefits to SMA Klaten in terms of providing input regarding educational policies related to problems that occur due to social changes in the digital era. The government, through the education department, needs to design priority regulations and policies to advance education at the high school level by taking the capabilities of each educational institution in the country into account.

## 6. References

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