Political Study Analyses of Education Policy to Improve Education Quality

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Abstract

Objective: This case study analyzes the influence of political education policies on the educational standards in Aceh, Indonesia. *Methods/Analysis:* The study examines the impact of political stability and governance changes on educational frameworks and outcomes, specifically focusing on reforms made after 2005. The study used qualitative methods, analyzed data from interviews with educators, policymakers, and students, and reviewed relevant government documents and education statistics. *Finding:* Increased political autonomy in Aceh has led to a more culturally and regionally adapted education policy, improving student participation and learning. A more inclusive educational atmosphere for various students has been created by including local language and culture studies. According to the report, political stability also facilitates school finance and resource distribution, increasing infrastructure and teacher training. Balancing national education standards with local requirements and ensuring fair access to quality education in Aceh's districts remain challenges. According to the report, policymakers should spend in teacher training, infrastructure, and inclusive curriculum to preserve and strengthen Aceh education. *Novelty/Improvement:* Political stability and governance in Aceh have affected curriculum creation, teaching methods, and learning results, according to this study. These political dynamics present problems and opportunities for sustainable education programs, which the study examines.

1- Introduction

Improving the quality of education is a global agenda that continues to receive widespread attention, considering the importance of education in advancing a country's socio-economic development and improving individuals' quality of life [1]. In Indonesia, efforts to improve the quality of education become increasingly complex and challenging when faced with the need to integrate national education policies with local needs, values, and aspirations [2]. Aceh provides a unique and exciting case following the implementation of special autonomy and peace agreements in 2005 that ended a long-running conflict that had impacted education [3].

With its unique history as a region granted special autonomy, Aceh Province offers valuable insights into how locally-based approaches can be utilized in education policy to achieve this goal. The autonomy allows Aceh to formulate and implement education policies that follow national standards and are sensitive to local social, cultural, and political contexts. Political stability in the region has paved the way for innovative education reforms, where education policies now consider local needs and cultural diversity [4]. The importance of this study lies in its deep understanding of how

political and social contexts can shape Education policy, given the rapid and dynamic political and social changes post-conflict and Tsunami of 2004.

The peace agreement provides an opportunity for the Aceh government to develop education policies that align with local needs as derivatives of the peace agreement, which gave birth to Aceh Government Law No. 11 of 2006 [5]. Research on education policy in Aceh is essential in the academic and socio-political context, contributing substantially to post-conflict recovery and development processes and strengthening regional peace and stability [6]. The study is necessary in the theoretical context and in its practical application to improve the quality of education, which is essential for human capacity development and regional economic progress. This research effectively incorporates Aceh's cultural and social uniqueness in education policy formulation, ensuring the effectiveness and relevance of policies to local norms and values.

After giving special autonomy to Aceh, education became an essential tool in supporting local autonomy and identity [7]. The study provides an evidence-based framework for practical and effective education policymaking, with an empirical approach that provides insights for responsive education strategies and policies. In general, this research is not only rich in academic value but also represents the aspirations of education in Aceh, bridging the theory and practice of education as well as learning and peace and articulating a vision of the future of education in Aceh that is aligned with its history and socio-political aspirations [8].

In the ever-evolving global education landscape, factors such as political stability, cultural integration, and teacher perspectives play an important role in determining the effectiveness of Education reform [9]. This research investigates the multifaceted impact of political stability on education reform, understands the role of cultural integration in the education curriculum, and explores teachers' perspectives on Education policy change. In addition, the study will assess students' experiences and learning outcomes in the context of changing education policies, as well as conduct comparative analyses of education policies before and after major natural disaster events such as tsunamis, which have a significant impact on the social and political structure of a region [10].

The most critical challenges in Aceh's education policy and development process are overcoming unequal access to education between urban and rural areas, managing limited resources effectively, and ensuring that the autonomy given to educational institutions does not lead to a decline in academic standards. In addition, effective community engagement is critical to ensuring that education policies meet local needs and strengthen support for the education system in Aceh [11]. Initial achievements that have been made in addressing these challenges include initiatives to integrate local context into the curriculum, improve and expand educational infrastructure, and encourage broader community participation in policy making.

In addition, this study examines equality and access to education in Aceh, identifying barriers and opportunities in achieving inclusive and equitable education. Finally, this study will evaluate the long-term effects of political decentralization on education systems, particularly how granting autonomy and local policies can affect the quality and access to education. The main objective of this study is to provide a deep and evidence-based insight into how various political, social, and cultural factors influence education reform. Thus, this research is expected to provide practical and strategic policy recommendations for policymakers, education practitioners, and other stakeholders in designing and implementing effective, responsive, and inclusive education policies, which not only improve the quality of education but also ensure fair and equitable access for all students [12].

2- Research Parameters

The research on educational reform in Aceh, Indonesia, considers a variety of crucial parameters reflecting the locality's complexity and dynamics in establishing a more effective education system. Political stability in Aceh has paved the way for sustainable long-term educational policy planning and implementation, with the integration of local cultural values into the curriculum enriching students' learning experiences and enhancing their appreciation for their heritage. Teachers' perspectives and students' learning experiences provide direct insights into the effectiveness of current pedagogical approaches. At the same time, comparative studies of the conditions before and after the 2004 tsunami highlight policy adaptations in response to dramatic social changes. Equity and access to education remain critical issues that demand attention, given the challenges in providing adequate and relevant resources for every child in Aceh.

On the other hand, political decentralization has granted educational institutions greater autonomy for curriculum development and resource management innovations, better responding to local needs. This shift underscores the need for closer cooperation between local and national governments to ensure consistent educational standards and effective resource allocation. Community involvement in educational development promises a more suitable and accountable approach to meeting societal needs. Through this research, it is hoped that strategies can be identified to address gaps and challenges within Aceh's education system, steering towards reforms that improve education quality and access and ensure that education in Aceh is relevant to the community's needs and aspirations.

3- Material and Methods

This research was conducted in Aceh, Indonesia, in 2023 and related to the political implications of policies implemented by the government to improve the quality of education in Aceh. This research uses qualitative methods that allow an in-depth understanding of the dynamics of education policy in Aceh and its impact on the quality of education [13].

3-1- Research Design

The design of this qualitative research method involves several important components that ensure the research is comprehensive and in-depth. This design is to understand the education policy in Aceh and how it impacts the quality of education. Research focuses on one or more specific cases in Aceh to understand how education policies are implemented. In addition, identify key factors affecting the quality of education in Aceh. This approach also ensures that the data collected and analyzed is accurate and reliable and can provide valuable insights for policymakers and education practitioners.

3-2- Sample and Population

The study had 200 respondents representing the selected population consisting of all individuals involved or affected by education policies in Aceh, which included students (80 people), educators and teachers (80 people), policymakers (80 people), and other stakeholders (20 people). The study sample was selected to represent the entire population using purposive sampling, i.e., selecting individuals who have special knowledge or experience related to education policy in Aceh.

3-3- Data Collection

Data collection is a crucial step in a study of the politics of education policy in Aceh, Indonesia, focusing on improving the quality of education. In-depth interviews were conducted to explore several facts and findings from research respondents involved in this research. The interview pattern in this study used a semi-structured pattern with open-ended questions to allow respondents to provide detailed answers (Appendix I). In addition, a face-to-face or online approach can be used according to the availability and convenience of respondents. In addition, observation of randomly selected educational process activities and analysis of related documents was carried out. All these results are used to assess the Politics of Education Policy to Improve the Quality of Education in Aceh.

3-4- Data Analysis

The collected data is analyzed using thematic analysis through coding, theme identification, and interpretation to explore the meanings and patterns that emerge from the data. The analysis will be carried out iteratively and reflectively to ensure a comprehensive and in-depth understanding. The study used data triangulation to ensure validity and reliability, where information from multiple sources and methods would be used to verify the findings. Critical reflection from researchers and participant feedback will reinforce the accuracy of interpretation.
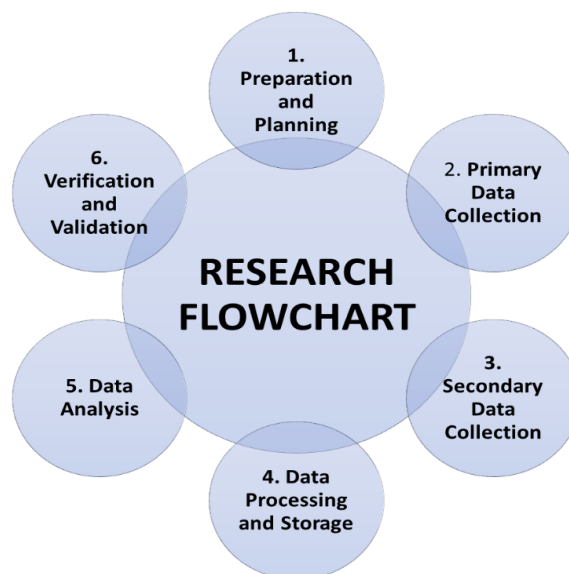

Figure 1. Research accuracy diagram. This qualitative research begins with preparation and planning, primary data collection, secondary data collection, data processing and storage, data analysis, and verification and validation

Figure 1 illustrates the research workflow on the impact of political strategies on policy and education quality in Aceh, Indonesia. The initial stage encompasses preparation and planning, which involves identifying the necessary data and developing data collection instruments. Subsequently, primary data collection is conducted through interviews, surveys, and observations to capture perceptions regarding educational policies. The secondary data collection phase includes accumulating official documents and academic literature. The subsequent process entails data processing and storage, incorporating interview transcriptions and data coding. Data analysis is undertaken to identify principal themes and comprehend policy implications. Finally, verification and validation of the findings are achieved through data triangulation and member checking to ensure the reliability and validity of the research outcomes and provide impactful recommendations for enhancing educational policies in Aceh.

4- Results

4-1- Study Area

This research was conducted in several Aceh Province, Indonesia districts, including Aceh Besar, Banda Aceh, Pidie, Pidie Jaya, Aceh Utara, Aceh Timur, and Aceh Tamiang. The research respondents were educational stakeholders and policymakers in Aceh, randomly selected from these districts. The research locations include the geographic coordinates of Aceh Besar (5.4529° N, 95.4778° E), Banda Aceh (5.5483° N, 95.3238° E), Pidie (5.0743° N, 95.9410° E), Pidie Jaya (5.1548° N, 96.1951° E), Aceh Utara (4.9786° N, 97.2221° E), Aceh Timur (4.5224° N, 97.6114° E), and Aceh Tamiang (4.2329° N, 98.0029° E).

Figure 2. Research Location. Top (Map of Indonesia: 0.7893°S, 113.9213°E).) and Buttom (Map of Aceh) as a research area. (Courtesy of Creative Commons, 2024)

4-2- Survey

Political studies of education policy in Aceh, Indonesia, reveal that political commitment, efficient resource allocation, and community participation significantly impact the education system. The findings highlight the importance of adapting national policies to local contexts, implementation challenges, and the role of political actors. Data shows

the need for improved student performance, teacher quality, and infrastructure. Key recommendations include more inclusive policymaking processes, increased investment, and practical and adaptive implementation strategies for continuous improvement in education.

In studying the politics of education policy in Aceh, Indonesia, the demographic profile of the research subject will typically include a diverse range of individuals directly and indirectly involved in the Education landscape (Table 1). These may include educators who range from elementary school teachers to university Doctorates, policymakers at local and national levels, students of varying ages and academic levels, parents, and community leaders. The demographic distribution likely reflects ethnic and cultural diversity, including various socio-economic backgrounds. The gender distribution among subjects will be representative of the population, aiming to provide a holistic view of the educational experiences and attitudes of the community. In addition, this may include stakeholders such as workers of non-governmental organizations and international aid representatives working towards developing education in Aceh. This demographic mix will provide a comprehensive perspective on the impact of education policy and the political dynamics in Aceh's unique socio-cultural context

Table 1. Demographics of the research subjects

Subject Demographics	N	Percentage
Gender		
Male	180	64
Female	100	36
Education		
Senior High School	80	29
Bachelor	80	29
Master	60	21
Doctor	60	21
Age (years)		
20-25	80	29
26-45	80	29
46-55	50	18
56-70	70	25
Subject Representative		
Student	80	29
Lecturer	80	29
Administration staff	20	7
Education Stakeholder	20	7
Education Policy Maker	80	29

4-3- Question and Validity Variables

Table 2 shows the results of the question calibration of each variable. Before the validity analysis, the calibrator reviews the research questions and then calibrates all questions from each variable. Based on the validity and reliability of the questions of each variable, it shows that the questions of each variable are worthy of being disseminated to respondents to obtain qualitative research data. In general, Cronbcah's Alpha value is 0.8 7-0.97. This means these questions are valid for evaluating the education policy to improve education in Aceh, Indonesia.

Most respondents in the study, including teachers and students, felt that integrating Acehnese culture and values into the curriculum has provided a more meaningful learning experience, with more than 80% supporting this approach. Education infrastructure has undergone significant improvements, acknowledged by 75% of respondents, through the construction and improvement of school facilities. Initiatives to improve teacher qualifications through training programs and salary increases also received positive responses, with more than 70% of respondents citing improvements in teaching methods and teacher-student interaction. Inclusive education policies are considered successful in increasing the participation of students from various backgrounds, especially women and marginalized groups, with 90% support from respondents. In addition, more than 60% of respondents feel that scholarships and financial aid have expanded access to education. The effectiveness of monitoring and evaluation systems in identifying and correcting educational problems was recognized by 80% of respondents. Finally, more than 70% of respondents appreciated the government's efforts to engage communities in education decision-making, which increased awareness and commitment to education in Aceh.

Table 2. Validity and reliability of the Main study variables

Variables Study	Focus of Research Questions	N	Pearson Correlation	Cronbach's Alpha Reliability
Impact of Political Stability on Education Reform	Examines how changes in political stability in Aceh affect education reform. This could include the study of policy change, interviews with key policymakers, and exploration of historical political events that have shaped educational practice today.	280	0.85	0.91
The Role of Cultural Integration in Education	Examine how Aceh's unique cultural and historical background is integrated into its education system. This may include analysis of curriculum content, teaching methods, and how local culture and history are represented in schools	280	0.91	0.92
Teachers' Perspectives on Education Policy Change	Conduct interviews or group discussions with teachers in Aceh to understand their views on recent education policy changes. Explore their experiences, the challenges faced, and perceptions of the impact these policies have on the quality of teaching and learning.	280	0.87	0.95
Student Experience and Learning Outcomes	Research student experiences under the current education system. This could involve examining how political and educational reforms affect student engagement, learning outcomes, and the overall educational experience.	280	0.92	0.87
A Comparative Study of Education Policy Before and After the Tsunami	Given the significant impact of the 2004 tsunami on Aceh, a comparative study of education policies and practices before and after the disaster could provide valuable insights into how the crisis affected education policy and its quality.	280	0.91	0.95
Equality and Access to Education	Explore issues of equality and access in the education system in Aceh. This could involve the study of disparities in access and quality of education between regions, socio-economic groups, or gender.	280	0.88	0.90
Long-Term Effects of Political Decentralization on Education	Analyze the long-term effects of Indonesia's political decentralization on the education system in Aceh, focusing primarily on resource allocation, administrative autonomy, and curriculum development.	280	0.92	0.96

4-4- Themes of Research

This study aims to analyze the education policy implementation in Aceh, focusing on efforts to improve the region's education quality. The survey collected data from various stakeholders, including teachers, students, parents, and education staff. The results of this survey show that education policies implemented in Aceh have produced a significant positive impact in improving the quality of education and inclusivity. However, challenges remain in maintaining and enhancing these achievements for the future. The following describes the research findings based on the topics used in this study.

4-5- Impact of Political Stability on Education Reform

Table 3 reports in the context of studies on the impact of political stability on education reform. Qualitative research findings may reveal some key insights. In general, qualitative research on the effect of political stability on education reform is likely to reflect the complex interplay of these factors, revealing a complex picture of how a stable political environment can create an atmosphere conducive to comprehensive and sustainable education reform. Dissertated with thematic analysis, the respondents' narratives of these case studies will provide depth and context for these findings.

Table 3. Research results on the impact of political stability on education reform

Analysis Topics	Research Findings
Dynamic Policy Changes	Political stability, or lack thereof, has a significant impact on changes in education policy. In periods of stability, there may be consistency and continuation in the education policies adopted. Conversely, periods of instability often lead to rapid and repeated policy changes, which disrupt implementation and progress in education reform.
Policymaker Influence	Interviews with key policymakers show that the political climate influences attitudes and priorities. Instability: there is a tendency to focus on long-term reforms and investments in education infrastructure. However, when politics are unstable, policies may be more reactive and less focused on structural change.
Impact of Historical Political Events	Exploration of historical political events shows that certain moments in Aceh's history have shaped the direction and nature of education reform. For example, conflicts and peace agreements impact resource redistribution, curriculum priorities, and language policy, all affecting education systems.
Response to Instability	The results noted how the education system and society respond to instability. This may include the adaptation of curricula to promote peace and reconciliation or strengthening local and national values in education to build a common identity.
Community Engagement and Participation	Research shows that in the phase of political stability, there is an increase in people's participation in educational decision-making. This brings a broader perspective into the reform process and helps ensure that policies better reflect the needs and aspirations of local communities.
Increase or Decrease in Resources	Dependence on resources for education is often associated with political stability. In periods of stability, investment in education tends to increase, while instability might lead to diverting resources to other priorities.
Continuity and Quality of Education	Political stability often leads to improved quality and continuity of education due to a lack of disruption in educational policies and practices. However, political turbulence may result in gaps in education quality and access.

4-6- The Role of Cultural Integration in Education

Table 4 reports the research results on integrating Aceh's unique cultural and historical background in its education system, which includes several key findings. The results show that Aceh's cultural and historical background significantly and significantly influences the education system. This is reflected in the curriculum, teaching methods, and school activities, with varying levels of implementation and challenges present. This integration enriches students' educational experience, preserving and sustaining Aceh's cultural heritage.

Table 4. Research results on the role of cultural integration in education

Analysis Topics	Research Findings
Curriculum Content	Analysis of the curriculum shows a conscious effort to incorporate elements of Acehnese culture and history. This may include the study of local languages, arts, and traditions and a significant history of conflict and peace. Curricula are often designed to promote understanding and appreciation of Aceh's cultural heritage while meeting national education standards.
Teaching Methods:	The teaching methods found in the study often reflect Acehnese cultural values and practices. These may include communal or collaborative learning approaches, the use of local folklore in teaching, and the use of media and teaching materials that depict Acehnese culture. Teachers in Aceh might use stories and examples from local history to make the subject matter more relevant and exciting to students.
Cultural and Historical Representations in Schools	Schools in Aceh are often used as places to celebrate and maintain cultural identity. This could be through celebrations of big days, art and cultural exhibitions, and special projects focusing on Aceh's history and culture. Research may note that schools actively teach and maintain Aceh's cultural and historical traditions.
Student and Community Response	The findings show that students and communities generally respond positively to integrating Acehnese culture and history in education. This often increases their sense of ownership and pride in their local heritage. Students report a deeper understanding of their identity and increased respect and tolerance for cultural diversity.
Challenges and Opportunities	While many positive initiatives exist, research identifies cultural and historical integration challenges, including limited resources, more specific teacher training needs, and balancing local content with national curricula. On the other hand, it also offers opportunities for educational innovation and strengthening local identity.
Political and Social Influence	Political and social influences on education in Aceh also influence how culture and history are integrated. Periods of stable and inclusive politics tend to favor more robust policies for cultural integration, whereas instability or policy changes can disrupt such efforts.

4-7- Teachers' Perspectives on Education Policy Change

Table 5 reports the results of research based on interviews or group discussions with teachers in Aceh about their views on many recent education policy changes. Based on interviews and discussions with teachers in Aceh, a complex view of changes in education policy is shown. They recognized the value of reform but stressed the importance of well-thought-out implementation, adequate support, and teacher involvement in decision-making. These findings underscore the importance of a holistic and responsive approach in designing and implementing education policies.

Table 5. Research results on teachers' perspectives on changes in education policy

Analysis Topics	Research Findings
Acceptance of Policy Changes	Many teachers recognize the importance of reforms and policy changes to improve the quality of education. However, their views on specific changes can vary, with some welcoming certain initiatives while others may be skeptical or face challenges in their implementation.
Experience and Challenges	Teachers reported experiences in implementing the new policy. Some may find that changes have simplified administrative processes, increased resources, or introduced more effective teaching methods. Meanwhile, others may face challenges such as a lack of training or resources, increased workload, or policies not aligned with local conditions.
Impact on the Quality of Teaching and Learning	In general, teachers tend to feel that education policies significantly impact the quality of teaching and learning. Some may see improvements in student motivation and learning outcomes, while others may think that too many changes or poor implementation disrupt the classroom and reduce teaching effectiveness.
Training and Support Needs	Almost all teachers stressed the need for adequate training and ongoing support in implementing the new policy. They want to ensure they have the necessary skills and knowledge to adapt their teaching methods to current policy requirements.
Communication and Participation in Policy Making	Many teachers desired to be more directly involved in the policymaking process. They believe that their experiences and perspectives are essential to designing policies that are effective and relevant to classroom realities.
Perception of Education Quality	Despite the challenges, many teachers remain optimistic about the direction of education reform and the potential to improve the overall quality of education. They recognize that change takes time to show results and commit to adapting and contributing to the process.

4-8- Student Experience and Learning Outcomes

Table 6 reports that the research results exploring student experiences under the current education system in Aceh, particularly in the context of political and educational reform, may include some findings. The results showed that students' experience under the current education system in Aceh is multifaceted and influenced by various factors, including political and educational reforms. These findings highlight the importance of understanding students' perspectives in designing and implementing education policies that are effective and responsive to students' needs and realities.

Table 6. Research results on student experiences and learning outcomes

Analysis Topics	Research Findings
Student Engagement	Research may show that educational reforms associated with political change have affected student involvement in the learning process. This can include changes in class participation, learning motivation, and student interaction with their teachers and classmates. The findings may highlight how changes in curriculum, teaching methods, or school environment affect student engagement.
Learning Outcomes	Research can reveal how reforms have affected student learning outcomes, including academic achievement, skills development, and readiness for further education or the job market. This might include data on changes in test scores, graduation rates, or students' abilities in critical areas such as literacy, numeracy, and 21st-century skills.
Educational Experience	Students may report various educational experiences in the context of reform, including their perceptions of teaching quality, academic support, and school resources. This may include views on the relevance of their education to their personal needs and aspirations and their local culture and context.
Perceptions of Policy Change	Research might explore how students understand and respond to changes in education policy. This may include students' opinions about new policies, changes in curriculum, grading systems, or discipline policies and how these changes affect their sense of safety, fairness, and well-being in school.
Social and Emotional Support	Student experiences with social and emotional support in the context of educational reform may also be in focus. This could include how schools support student well-being, cope with stress or social issues, and help students cope with change or challenges.
The Role of Cultural and Historical Context	Research might highlight how Aceh's cultural and historical context, including past conflicts and peace processes, affects students' educational experiences. This may include how education promotes historical understanding, tolerance, and reconciliation, as well as how students perceive the relevance of their education to their identity and cultural heritage.

4-9- A Comparative Study of Education Policy Before and after the Tsunami

Table 7 reports results from a comparative study of education policies and practices in Aceh before and after the 2004 Tsunami disaster and may include some key findings. The results showed that the 2004 tsunami was a turning point in Aceh's education sector, triggering significant policy changes, practices, and educational perspectives. It highlights the importance of adaptation and resilience in the face of crises and the importance of a comprehensive approach that engages communities, governments, and international partners in rebuilding and improving education.

Table 7. Research results on comparative studies of education policies before and after the Tsunami

Analysis Topics	Research Findings
Changes in Education Policy	Research may reveal significant shifts in education policy after the Tsunami. These may include initiatives to rebuild educational infrastructure, changes in curriculum to include disaster and psychosocial education, and an increased focus on community resilience and continuous learning.
Education Infrastructure Reconstruction	After the Tsunami, there was a massive effort to rebuild schools and other educational facilities. Research may note improvements in school building standards, safer and more disaster-responsive facilities, and improved access to education, especially in remote and most affected areas.
Psychosocial and Curriculum Support	The Tsunami resulted in greater recognition of the need for psychosocial support for students and teachers. Research may show that the post-tsunami curriculum includes more psychological and emotional aspects of education, including programs to address trauma, promote mental well-being, and build resilience.
Community Participation and Support	The Tsunami prompted increased community participation in education. Research might highlight how schools and communities work more closely to rebuild and improve education systems and how community engagement has contributed to long-term recovery and resilience.
International Investment and Aid	The Tsunami brought unprecedented international attention and assistance to the education sector. Research might note changes in financing and resources for education, including donations, infrastructure investments, and teacher training programs sponsored by international partners.
Quality of Education and Learning Outcomes:	Studies might explore how these changes affect teaching quality and student learning outcomes. This may include assessments about whether there have been improvements in academic achievement, student readiness for the future, and overall student well-being.
Lessons Learned and Ongoing Challenges	Research may acknowledge lessons learned from the response to the Tsunami and how those experiences have informed current education policies and practices. It may also highlight ongoing challenges in maintaining initiatives, addressing gaps, and ensuring that education systems are responsive and resilient to future disasters.

4-10- Equality and Access to Education

Table 8 reports that explores issues of equality and access in the education system in Aceh, focusing on disparities between regions, socio-economic groups, or gender, perhaps including some of the findings of this study that progress has changed in expanding access and improving the quality of education in Aceh, significant disparities still exist, and sustained efforts are needed to address inequalities and ensure that all individuals have equal opportunities for quality education. These findings highlight the importance of an integrated and sustainable approach that engages governments, communities, and development partners in improving equity and access to education.

Table 8. Research results on equity and access to education

Analysis Topics	Research Findings
Regional Disparities	Studies may reveal significant differences in access and quality of education between urban and rural areas in Aceh. More remote or conflict-affected areas may experience a lack of educational infrastructure, qualified teachers, and educational resources, in contrast to more developed urban areas.
Socio-economic Inequality	Research might highlight how socioeconomic status affects access to education. Children from low-income families may face challenges such as lack of access to quality schools, lack of learning materials, or the need to work to support families, all of which impact their engagement and achievement in school.
Gender Equality	Studies might explore gender equality issues in education in Aceh. This may include an analysis of women's and men's participation in education, differences in learning outcomes, and specific barriers female students face, such as social norms, family expectations, or lack of supportive school facilities.
Policies and Initiatives	Research might assess the effectiveness of policies and initiatives designed to address inequalities and expand access to education. This may include scholarship programs, school construction in remote areas, teacher training, and efforts to promote gender inclusion and equality.
Community Perception and Experience	Findings may include people's perceptions and experiences of educational access and equity. This may consist of interviews or surveys with students, parents, and educators about barriers to access to education and its quality and suggestions for improvement.
Long-Term Impact	Studies might broadly explore the long-term impact of educational inequalities on individuals and society. This may include implications for economic opportunities, social welfare, and sustainable development in Aceh.

4-11- Long-Term Effects of Political Decentralization on Education

Table 9 reports on research analyzing the long-term effects of Indonesia's political decentralization on the education system in Aceh, focusing on resource allocation, administrative autonomy, and curriculum development, covering several key findings. The results of this study show that political decentralization has significant and varied effects on the education system in Aceh, with complex implications for resource allocation, administrative autonomy, and curriculum development. These effects include the potential for increased local adaptation and innovation and challenges in ensuring equity, quality, and coordination of education across regions. These findings highlight the importance of a balanced and well-thought-out approach in implementing decentralization to support continuous improvement in education.

Table 9. Research results on the long-term effects of political decentralization on education

Analysis Topics	Research Findings
Resource Allocation	Research may show that decentralization has changed how resources are allocated to schools in Aceh. Local authorities now have more power to allocate education budgets, which can positively impact the adaptation of resources to local needs. However, studies may also show that this results in uneven distribution of resources between regions, depending on the capacity and priorities of local governments.
Administrative Autonomy	With decentralization, schools in Aceh may gain greater administrative autonomy, allowing them to make decisions about management, teacher recruitment, and other operational aspects. Research might explore how this affects the efficiency, innovation, and quality of education and the challenges that may arise from increased administrative responsibility.
Curriculum Development	Decentralization might allow Aceh to develop or modify school curricula to reflect local values, culture, and specific needs. Research may show that this has strengthened local identity and educational relevance but may also pose challenges in ensuring the quality and consistency of education across regions.
Participation and Accountability	Decentralization is often intended to increase community participation and accountability in the education system. The findings may highlight how this has impacted community engagement in education decision-making and school supervision and its effect on the transparency and responsiveness of education systems.
Equality and Access	Research might explore the effects of decentralization on equality and access to education in Aceh. Although local autonomy can improve the adaptation of education services to the needs of communities, there is also a risk that inequality between regions could increase if areas with more resources develop more sophisticated education systems.
Local Government Capacity	The effectiveness of decentralization often depends on the capacity of local governments. Research may reveal variations in the ability of local governments in Aceh to manage the education system, develop curricula, and ensure effective and efficient budget spending.

4-12- The Relationship between Study Variables

These variables are related in a complex educational ecosystem, where changes in one area can affect all others. This relationship emphasizes the importance of a holistic and coordinated approach in designing and implementing education policy, where all factors – from political stability to student learning experiences – must be considered to achieve successful and sustainable education reform.

Figure 3 explains the framework of this relationship, and it can be understood how political stability, decentralization, cultural integration, and education policy are interrelated and influence each other in the context of education. Each aspect supports the other and provides insight into how best to approach education reform to achieve optimal outcomes for all parties, especially students. The framework describes the education system as a complex ecosystem with many interacting variables. Policies and practices must constantly be updated to respond to changing needs and sociopolitical conditions.
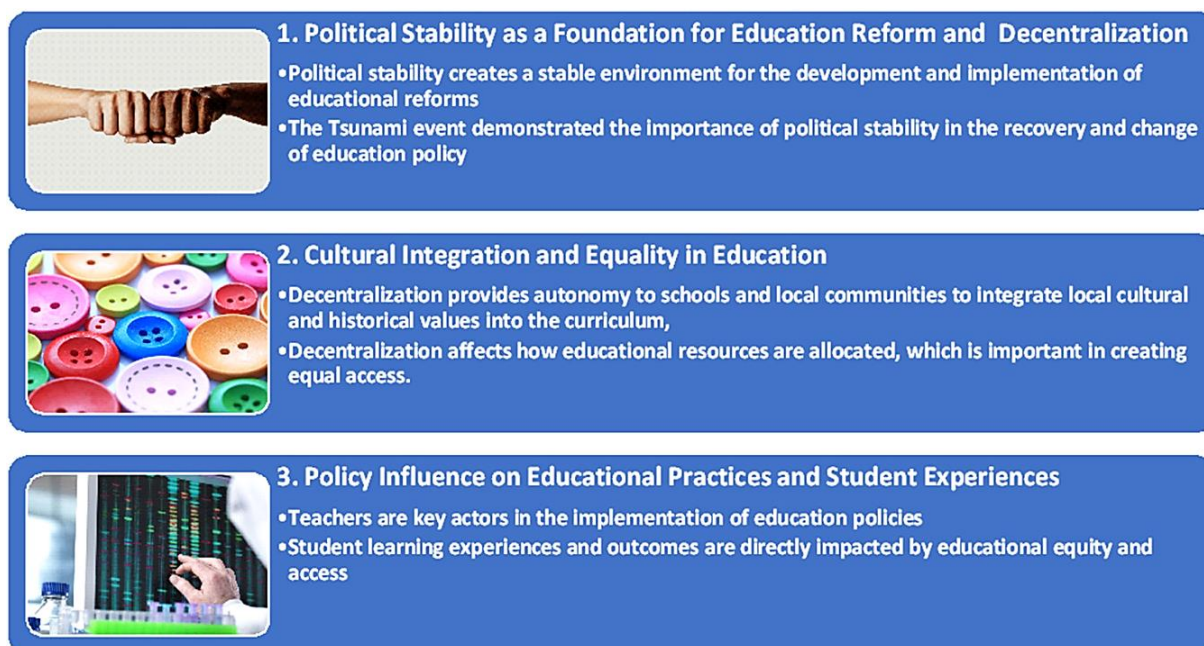
Figure 3. The relationship between research variables and findings of the eight variables studied are grouped into three groups of relationships, namely, (1) Political Stability as a Foundation for Education Reform and Decentralization, (2) Cultural Integration and Equality in Education, and (3) Policy Influence on Educational Practices and Student Experience.

Explanation 1: Political stability creates a stable environment for developing and implementing education reforms. This allows long-term policies to be executed consistently, while decentralization strengthens local initiatives through autonomy and more precise allocation of resources. The Tsunami event demonstrated the importance of political stability in recovering and changing education policy. This comparative study uncovers how the disaster triggered policy changes and adjustments in educational approaches and how political stability contributed to the effectiveness and sustainability of those changes.

Explanation 2: Decentralization gives schools and communities autonomy to integrate local cultural and historical values into the curriculum, promoting more relevant and interesting education for students. This aligns with the goals of equity and access, as education tailored to the local context is more likely to meet the needs of all students. Decentralization affects how educational resources are allocated, which is essential in creating equal access. Effective and equitable allocation of resources is critical to ensuring that all students, regardless of socio-economic background or geographic location, have access to quality education.

Explanation 3: Teachers are critical actors in the implementation of education policy. Their viewpoints regarding policy modification and their ability to adjust to reform offer a valuable understanding of the intricacies of policy implementation and its influence on teaching methodology. Equity and access to education directly influence student experiences and learning outcomes. This study examines how educational policies and practices affect students, especially in the context of equal access and quality of education, impacting their achievement and learning experience.

Table 10 summarizes several key factors that influence the politics of education policy in Aceh and play an essential role in improving the quality of education. These factors work together and support each other to achieve better education in Aceh, Indonesia. Post-conflict political stability has paved the way for effective and sustainable education policy change. In addition, political decentralization gives autonomy to local governments to develop and implement education policies that align with local needs. Integrating local culture into curriculum and learning creates a more relevant and authentic educational experience. Strengthening public participation in education policymaking increases responsibility and supports more effective policy implementation. Improving the quality of teaching through teacher training contributes to student learning outcomes and overall quality of education.

Improving access to education and reducing disparities between regions and socio-economic groups is key to creating inclusive education. Meanwhile, changes to the education curriculum to be more inclusive and relevant to local and global needs support more meaningful learning experiences. This is supported by investment in educational infrastructure, such as the construction of new schools and adequate facilities, which also improve the quality of education. The benchmark for improving the quality of education is policy alignment by promoting peace education and reconciliation, helping to create a safe learning environment, and supporting the peace process.

Table 10. Thematic analysis of factors that influence the politics of education policy to improve education in Aceh, Indonesia

Analysis Factors	Value	Category	Reason
Impact of Political Stability on Education Reform	0.91 out of 1	Good	Post-conflict political stability in Aceh has had a significant impact on education reform. It happens because political stability creates a more conducive environment for changes and renewals in education policy. However, although political stability has a positive impact, there are still policy implementation and coordination challenges. Therefore, a deep understanding of the local political and historical context remains essential in developing effective education policies in Aceh.
The Role of Cultural Integration in Education	0.91 out of 1	Good	The importance of integrating local culture and history into education and political stability has allowed the adjustment of the curriculum to include aspects of Aceh's language, art, and history. A curriculum relevant to local culture has enhanced students' learning experience, making it more meaningful and rooted in local identity while staying abreast of global demands.
Teachers' Perspectives on Education Policy Change	0.87 out of 1	Moderate	Teachers in Aceh welcomed education reforms aimed at improving the quality of teaching and learning. Political stability has allowed increased resources, infrastructure, and professional training for teachers, which in turn enhances the quality of teaching. However, there are still challenges in the practical implementation of education policy reforms.
Student Experience and Learning Outcomes	0.82 out of 1	Moderate	Students' experiences in learning and the impact of educational reform on their learning outcomes have increased their relevance and engagement in education, especially with the introduction of technology and interactive methods. However, not all students feel the same benefits, and disparities in access and academic standards create pressure.
A Comparative Study of Education Policy Before and After the Tsunami	0.91 out of 1	Good	Changes in education policy before and after the Tsunami of 2004 catalyzed positive change in the education system in Aceh, with improvements in the quality, relevance, and infrastructure of education.
Equality and Access to Education	0.88 out of 1	Moderate	Inequities in the availability of high-quality education, particularly in urban and rural regions, and different socio-economic strata and political stability have contributed to resolving certain obstacles. However, further efforts are required to establish a fairer distribution of educational opportunities.
Long-Term Effects of Political Decentralization on Education	0.92 out of 1	Good	The impact of political decentralization on the education system gives local governments more control over education management. It can potentially improve the efficiency and relevance of education but also presents challenges regarding disparities between regions.

5- Discussion

The political exploration of education policy in Aceh, Indonesia, marks a critical intersection between political, social, and educational dimensions, especially in a context marked by historical conflict and significant transformation. The role of education in supporting recovery and development in a region that has undergone such a transformation is crucial. This discussion explores the impact of political stability, decentralization, cultural integration, and community participation in shaping a superior educational framework. This discussion examines the effects of these elements on the quality and accessibility of education, identifies barriers, and proposes strategies to develop inclusive and high-quality educational environments.

Several previous studies reinforce the importance of this research in supporting the strengthening of education development. Aspinall [14] offer insight into how post-conflict political stability can lay the foundations for Education reform, Woolcock [15] provides an in-depth look at the impact of decentralization on local governance and its indirect effects on the Education system. Additionally, McCulloch [16] reveals that he critically evaluates the implications of decentralization policy for Aceh, highlighting the potential for increased local autonomy that could influence education policy positively. Bertrand et al. [17] stresses the importance of cultural integration in educational content and methodology, arguing for an education system that reflects and respects local identity and history. In addition, the critical role of non-governmental organizations in promoting inclusive education policies and community participation is essential to shaping sustainable education.

Changes in political stability in Aceh have significantly impacted education reform, with political shifts playing an essential role in steering the education system to become more inclusive and comprehensive. Research by Lopes Cardozo and Shah [18] suggests that post-conflict stability facilitates the adoption of policies that support curriculum development, peace promotion, and increased cultural understanding. Events such as the Helsinki Peace Agreement between the Government of Aceh and the Government of Indonesia in 2005 became a turning point, encouraging multicultural education, strengthening local identity, and demonstrating the potential of education policy in the reconciliation process. However, challenges such as inconsistent implementation and unequal access to education are still faced. Research by Fitriah [7] emphasizes the importance of decentralization and autonomy to enable better adaptation and response to the specific needs of communities, encourage local innovation, and provide a more relevant approach to education.

Political decentralization in Aceh has opened a new chapter in evolving an education system oriented towards greater responsiveness and dynamism to local needs. Through this process, local governments are given broader authority to formulate education policies that follow the region's socio-cultural characteristics. Greany and Waterhouse [19] show that decentralization facilitates the development of relevant curricula, efficient resource management, and improved educational infrastructure, in keeping with Dick-Sagoe's approach to more effective budget allocation and learning facilities [20]. However, this increase carries implications for the disparities between urban and rural areas, which require developing more inclusive and integrated strategies to ensure an equitable distribution of education resources throughout Aceh. Baltodano [21] highlights how the autonomy granted to educational institutions enables innovative pedagogical

adaptations, but with that autonomy comes the responsibility to maintain the integrity and uniformity of educational standards, an emphasized aspect [22]. In addition, Smoke [23] identifies challenges in the capacity of regions to utilize autonomy effectively, which points to the importance of cooperation between local and national governments to optimize the benefits of decentralization in education.

The integration of local culture and history in the education system in Aceh has demonstrated the significance of adapting the curriculum, teaching methods, and school environment to reflect regional identity better. This can be seen in adapting the curriculum to incorporate important aspects of the local language, art, and history, reinforcing local distinctiveness and building a sense of pride and cultural understanding in students [24]. Research by Kilag et al. [25] underscores the importance of this approach in promoting knowledge and appreciation of cultural heritage while preparing students to become well-rounded global citizens.

Suyanta & Nur [26] show that Aceh teachers have adapted stories, songs, and other teaching materials related to Acehnese culture to make the teaching and learning process more interesting and relevant for students. Teaching methods are becoming more interactive and participatory, reflecting Acehnese society's communal and collaborative values, demonstrating how education can effectively preserve culture and enrich learning experiences [27]. Furthermore, research by Wibowo [28] highlights how schools in Aceh decorate classrooms and school environments with Acehnese cultural artifacts and symbols. Using traditional motifs in school uniforms and organizing cultural events are ways for schools to strengthen cultural identity and promote diversity. However, the study also points to challenges in ensuring consistency and effectiveness of cultural integration across all schools in Aceh, emphasizing the importance of sustained commitment and adequate resources [29].

In discussions about education reform in Aceh, it is important to acknowledge that political and educational changes have brought significant evolutions to the curriculum, teaching methods, and educational infrastructure. Laurie et al. [30] reported that these innovations have improved teaching quality and educational resources, enriching learning experiences with more interactive and participatory technologies and teaching methods. However, research by Lavalley [31] highlights that the benefits of these reforms have not been fully felt equally, with students in remote areas or from socioeconomic backgrounds less able to face challenges in accessing quality education.

Research by Greenberg et al. [32] shows a general improvement in student learning outcomes, especially related to academic achievement. The study also emphasizes the importance of a holistic approach in education that focuses on academic outcomes and developing students' social, emotional, and critical skills. However, O'Day and Smith [33] highlight ongoing challenges in reform implementation, including capacity differences between regions and frequent policy changes that can disrupt the quality and consistency of education.

The 2004 tsunami was a turning point in the education landscape in Aceh, according to Taufiki [34], by triggering a global response that accelerated education recovery and reform. Nugroho et al. [35] reports how local government and international support focus on restoring educational infrastructure, introducing new technologies, and more modern teaching methods. This marks a shift from disaster response to a more sustainable and resilient education development strategy. In the context of post-tsunami education reform, the emphasis on resilience, adaptation, and curriculum relevance has become increasingly important [36]. Integrating disaster and risk management education into the curriculum and improving teacher training are important steps toward building resilient communities. However, Chatziralli et al. [37] points out that there are still challenges in implementing and maintaining the new educational infrastructure, highlighting the need for good maintenance and consistent adoption of updated teaching methods.

Education reform in Aceh has marked a new chapter in efforts to improve the post-conflict and tsunami education system. One key aspect that has gained attention is community involvement in the education process, which was put forward by Mujiburrahman [38] as an important factor in improving the relevance and quality of education. This engagement includes participation in school reconstruction and curriculum development, enabling education to reflect better local values, needs, and aspirations. However, challenges related to effective and sustainable participation remain prohibitive due to a lack of in-depth understanding of the education system and unequal participation among different segments of society. This underscores the need for more inclusive and effective strategies to ensure broader and meaningful community engagement.

According to Darling-Hammond & Cook-Harvey [39], community involvement can strengthen the relationship between school and community, which positively impacts students' learning environment and academic achievement. Nonetheless, gaps remain in equal participation, with major barriers being limited resources and unequal participation. This demonstrates the need for a more holistic approach and strategies to support effective community engagement in educational decision-making, ensuring that all voices can be heard and contributed. Improving access to quality education post-tsunami is significant progress, but Tammaru et al. [40] identify real disparities, especially between urban and rural areas. Inadequate infrastructure and lack of educational resources in rural areas are major obstacles to achieving educational equity [41]. More targeted interventions are required to address this gap, ensuring every child has equal access to quality education.

Research by Heise et al. [42] highlights how gender issues and social norms limit educational opportunities for women. Despite an increase in female student enrollment, barriers related to family responsibilities and community perceptions often limit their opportunities for further education. This requires a more holistic strategy in improving access to education, targeting infrastructure, addressing social norms, and increasing community participation. From these discussions, it became clear that although there has been significant progress in education reform in Aceh, significant gaps still need to be addressed. Future efforts should develop more inclusive and effective strategies that address infrastructure issues, promote broader community engagement, address access disparities, and change social norms.

In the context of politics in the formation of education policy, it can be explained that politics influences the direction and content of education policy [43]. The policy formulation and resource allocation process, which is controlled by political agendas, ideologies, and power, directly affects the quality and effectiveness of the education system and its relevance to society [44]. In addition, decentralization gives more power and responsibility to local governments and educational institutions, encourages innovation and more relevant approaches to education, and improves accountability and oversight of the Education system [45]. The involvement of stakeholders, including government, teachers, parents, and students, is needed to update and improve education policies, with power dynamics affecting policy effectiveness and relevance. Community engagement enriches learning and strengthens support for education.

Based on the facts, the findings of this study show that politics plays a vital role in ensuring universal access to quality education. It relates to improving access, quality, and learning outcomes through adequate resource allocation, infrastructure development, and inclusive and relevant curriculum development. In addition, the influence of globalization, international standards, and foreign aid on education policy must be balanced with respect and integration of local and cultural contexts, ensuring relevant and meaningful education for students. Regarding innovation and policy, politics should support innovation and reform in education, encouraging new technologies and adaptive teaching methods. Education policies must be responsive and adaptive to social, economic, and technological changes, ensuring that education remains relevant and beneficial to students.

Figure 4 elucidates the political concept of education derived from the analytical findings of this study, underlining the critical role politics plays in enhancing education quality. It reveals how politics not only shapes the formulation, implementation, and monitoring of education policies but also underscores the importance of developing strategies and interventions that leverage political frameworks to foster an inclusive, sustainable education system. This system, in turn, should be adept at meeting the needs and aspirations of the community it serves. Through the study, it becomes evident that the intersection of politics and education is pivotal for creating educational environments that are not merely academic but also reflective of societal values and goals.

Figure 4. Conceptual understanding of the role of education politics in improving the quality of education for the achievement of education development reform and innovation

By harnessing the potential of political influence, the study suggests pathways for reform that entail a comprehensive understanding of the political landscape and its impact on education policy and practice. The findings advocate for a collaborative approach involving policymakers, educators, and community stakeholders in implementing education reforms. This cooperative effort ensures that the education system achieves academic excellence and fosters equity, cultural relevance, and lifelong learning opportunities for all individuals. In doing so, the study posits that the role of politics in education can be transformed from one of mere governance to one that actively contributes to the realization of an education system that is inclusive, adaptive, and forward-looking, capable of preparing students for the challenges and opportunities of the future.

Previous research has looked at the impact of changing political stability in Aceh on the education system as a reference to explore it further [46]. Other studies highlight the importance of political stability in opening opportunities for positive change in education policy in post-armed conflict Aceh [47]. In addition, the role of decentralization in granting autonomy to the Aceh regional government in developing education policies appropriate to the local context [48]. Both studies provide valuable insights into educational changes in Aceh that are relevant to understanding the political and historical context described in previous analyses.

From the analysis of this study, it can be seen that the dynamic interaction between politics and education requires a careful approach to ensure that education policies not only reflect political aspirations but also meet the needs and aspirations of the community. The importance of political stability and decentralization as factors supporting innovation and relevance of education underscores the need for policies that promote collaboration among all stakeholders in the education system.

6- Conclusion

Enhancing the educational landscape in Aceh demands a comprehensive and synchronized strategy that acknowledges the influence of diverse factors, including political stability, cultural heritage, societal needs, and economic conditions. The attainment of political stability in Aceh has proven instrumental in fostering an environment conducive to sustainable education reform, facilitating the steady execution of policies, and fostering an environment ripe for long-term educational strategy development. Crucially, the assimilation of local cultural values and the specifics of the regional context into educational curricula and pedagogical methodologies have significantly augmented student engagement and relevance of the material, thereby fostering a deeper appreciation for local heritage amidst preparations for global challenges. Moreover, the decentralization process has empowered educational institutions with the latitude to tailor curriculum development and resource management innovatively, directly addressing the unique needs of their communities. This autonomy is complemented by the active participation of the community in shaping the educational framework, enhancing the education system's relevance and accountability to the local populace's aspirations and requirements.

Despite these advancements, persistent challenges in ensuring equitable access to quality education underscore the necessity for relentless endeavors toward educational excellence for all citizens. Developing policies responsive and adaptable to the dynamic shifts within the social and economic spectrum remains paramount in sustaining the education system's relevance and utility for students. By confronting and surmounting these hurdles, Aceh is poised to evolve towards an education system that not only encompasses inclusivity and superior quality but also caters comprehensively to the aspirations and potential of every learner, guaranteeing access to education that is both meaningful and tailored to individual needs. It means that every individual has access to adequate and relevant education that fits.

6-1- Limitations

The study on education policy in Aceh, aimed at enhancing education quality, faces several significant limitations. The complexity and dynamics of local politics can make it challenging to accurately capture all influencing factors, where changes in governance and political stability introduce variables not fully accounted for. The essential integration of cultural values into education encounters challenges in measurement and standardization across Aceh's diverse communities. These limitations are compounded by reliance on qualitative data, which may not reflect the full spectrum of population opinions, and methodological challenges in comparing historical data before and after significant events like the 2004 tsunami. Disparities in education access and uneven resource distribution between urban and rural areas also raise questions about the effectiveness of current reform efforts.

In order to overcome these obstacles and gain a more comprehensive understanding of the influence of political policy on education in Aceh, future research should employ a more thorough methodology, using a mixed methods approach that combines quantitative and qualitative analysis. By expanding the scope of participants and conducting longitudinal studies, we can better understand how political, cultural, and economic variables synergistically impact the education system. It is crucial to ensure that all efforts to reform education can be adapted to current conditions and maintained despite social and economic changes. It will enable Aceh to build a comprehensive, high-quality education system that meets the needs and ambitions of all students.

7- Declarations

7-1- Author Contributions

Conceptualization, A.J., M.M., T.R.Y., and S.S.; methodology, A.J. and M.M.; validation, A.J., and T.R.Y.; formal analysis, S.S.; investigation, A.J.; writing—original draft preparation, A.J., M.M., T.R.Y., and S.S.; writing—review and editing, A.J.; visualization, S.S.; supervision, M.M., T.R.Y., and S.S.; project administration, A.J. and M.M.; funding acquisition, A.J., M.M., T.R.Y., and S.S.; All authors have read and agreed to the published version of the manuscript.

7-2- Data Availability Statement

The data presented in this study are available on request from the corresponding author.

7-3- Funding

7-4- Institutional Review Board Statement

Not applicable.

7-5- Informed Consent Statement

Not applicable.

7-6- Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

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Appendix I. *Research Questions*

A. *Impact of Political Stability on Education Reform*

1. How has post-conflict political stability in Aceh influenced changes in education policy?

2. What concrete changes in the educational curriculum can be identified as the impact of political stability?

3. How has public participation in education policy formation in Aceh been improved or changed due to political stability?

4. Have any educational innovations emerged thanks to political stability, and how have they affected education in Aceh?

5. How has coordination between educational institutions and education-related stakeholders changed along with political stability?

6. Is there any concrete evidence that political stability has helped improve local identity in education in Aceh?

7. What are the perceptions of educators and students toward the changes in education that occur due to political stability?

8. How do the challenges and obstacles associated with implementing new education policies emerge along with political stability?

9. Are there differences between education policies before and after a period of political stability, and if so, what are the differences?

10. How do education experts, stakeholders, and the general public evaluate political stability's positive and negative impacts on education reform in Aceh?

B. *The Role of Cultural Integration in Education*

1. How does cultural integration in the education curriculum in Aceh affect students' understanding and appreciation of their local culture?

2. How does a culture-based educational approach increase student motivation and engagement?

3. What concrete steps have been taken to integrate culture in Aceh's teaching methods and learning materials?

4. What is the role of teachers in supporting cultural integration in education, and how do they perceive this approach?

5. How does cultural integration in education affect students' understanding of Aceh's local history and traditions?

6. Are there any challenges or obstacles faced in implementing cultural integration in education in Aceh?

7. How do local communities, including indigenous leaders and culturalists, integrate culturally into education?

8. How do students assess their learning experience following cultural integration in education?

9. How can the long-term effects of cultural integration in education be measured, especially in maintaining the sustainability of local cultural heritage?

10. Are there differences in perception between younger and older generations regarding the importance of cultural integration in education?

C. *Teachers' Perspectives on Education Policy Change*

1. How do teachers in Aceh describe the changes in education policy they have experienced over the past few years?

2. How do changes in education policy affect the teaching experience and classroom learning?

3. What do teachers consider the positive impact of education policy changes, and how do they measure the success of those policies?

4. How do teachers respond to the challenges and barriers that arise from changes in education policy?

5. What are teachers ' perceptions of the training and support they receive in the face of changing education policies?

6. Is there a difference in views between teachers who have been teaching for a long time and teachers who have just joined the Aceh education system?

7. How do teachers see their role in designing and implementing education policy changes at the school level?

8. How do teachers measure the impact of education policy changes on student achievement and their learning environment?

9. Do teachers feel they have effective communication channels with authorities regarding changes in education policy?

10. How do teachers see changes in education policy that need to be made in the future to improve the quality of teaching and learning?

D. *Student Experience and Learning Outcomes*

1. How do students in Aceh describe their experiences in the post-reform education system?

2. How have changes in education policy affected students' learning experiences, both positively and negatively?

3. What do students perceive as the positive impact of education reform, and how do they measure their learning outcomes?

4. How do students respond to the challenges and barriers they face in the face of educational changes, such as curriculum changes or teaching methods?

5. What are students' perceptions of the quality of teaching, teacher training, and educational facilities in their schools?

6. Are there differences in learning experiences and outcomes between students in urban and rural areas in Aceh?

7. How do students feel involved in learning and have more control over their education?

8. Do students feel that their education is more relevant to their lives after education reform?

9. How do students see their role in improving Aceh's education quality?

10. How do students measure their educational success and their hopes for the future?

E. A *Comparative Study of Education Policy Before and After the Tsunami*

1. How did education policy in Aceh change before and after the Tsunami? What are the main differences in the policy?

2. How have these changes in education policy affected curriculum and teaching methods in schools in Aceh?

3. How did education policy before the Tsunami reflect the challenges and priorities of education at the time?

4. What were the main drivers of change in post-tsunami education policy?

5. How does post-tsunami education policy attempt to address the challenges faced in post-disaster recovery?

6. How have these changes in education policy affected the quality of education in Aceh?

7. How does post-tsunami education policy reflect the integration of local culture and history into education?

8. Was there a difference in public support for education policies before and after the Tsunami?

9. How has public participation in education policy formation changed before and after the Tsunami?

10. How does Aceh's post-tsunami education policy consider the unique needs of students who may have been traumatized by the disaster?

F. *Equality and Access to Education*

1. What is the disparity in access to quality education in Aceh, especially between urban and rural areas?

2. What factors influence students from rural areas' participation in higher education in Aceh?

3. What is the role of infrastructure and resources in determining equal access to education?

4. How do social and cultural norms impact gender equality in education in Aceh?

5. What is the role of scholarships and financial aid in improving access to education for underprivileged groups in Aceh?

6. Are there differences in access to education for specific ethnic or ethnic groups in Aceh?

7. What is the role of local governments in addressing disparities in access to education?

8. How are students with disabilities experiencing access to education in Aceh?

9. Are there any policies or programs implemented to improve equality and access to education in Aceh?

10. What are parents' views and experiences on their children's access to education in Aceh?

G. *Long-Term Effects of Political Decentralization on Education*

1. How has implementing political decentralization influenced education decision-making at the local level in Aceh?

2. What is the impact of political decentralization on education budget allocation in Aceh, especially in the context of equal access to education?

3. What is the role of local government in developing local curriculum and education policy in Aceh?

4. How does political decentralization affect the role of schools and communities in educational decision-making?

5. What are the positive and negative impacts of political decentralization on the quality of teaching and learning in Aceh?

6. How has public participation in education surveillance and monitoring changed after political decentralization?

7. What impact does political decentralization have on teacher training and development in Aceh?

8. What is the role of the central government in supporting the implementation of political decentralization in the education sector in Aceh?

9. Are there differences in the impact of political decentralization between urban and rural areas in Aceh?

10. How do various stakeholders, including teachers, parents, and students, perceive the long-term effects of political decentralization on education in Aceh?