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Increasing Interest to Pursue Tertiary Education among School Leavers in Indonesia: a Strategic Analysis

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Abstract

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This article aims to understand the challenges of the need for more interest in pursuing higher education among school leavers in Indonesia. The research method is qualitative with case study approach. The researcher uses document analysis to gather relevant data from primary and secondary sources like articles, news stories, and reports. Data analysis techniques using strategic management tools such as PEST, McKinsey 7S, SWOT, and TOWS. The analysis identifies key strengths, weaknesses, opportunities, and threats within the educational landscape. The findings highlight the Ministry's strengths in strategic planning, skill development initiatives, system implementation, leadership effectiveness, adherence to shared values, and a well-established workforce. However, challenges remain, particularly in adapting to political transitions, optimising curriculum design in rural areas, and managing budgetary constraints. The TOWS matrix analysis provides strategic recommendations to address the low tertiary education enrollment rate among school leavers. Proposed strategies include innovations in human resource development, prioritisation of 3T (frontier, outermost, and disadvantaged) regions, rural outreach programs, and salary structure evaluations focused on development. The successful implementation requires strategic planning, stakeholder engagement, pilot programs, robust monitoring and evaluation, adequate budget allocation, capacity building, continuous improvement mechanisms, and public awareness campaigns. These efforts aim to create a more inclusive education system that empowers individuals across diverse backgrounds and geographical locations, ultimately enhancing Indonesia's educational landscape.

Artikel ini bertujuan untuk memahami tantangan kebutuhan akan minat yang lebih besar dalam melanjutkan pendidikan tinggi di kalangan lulusan sekolah di Indonesia. Metode penelitian menggunakan kualitatif dengan pendekatan studi kasus. Peneliti menggunakan analisis dokumen untuk mengumpulkan data relevan dari sumber primer dan sekunder seperti artikel, berita, dan laporan. Teknik analisis data menggunakan alat manajemen strategis seperti PEST, McKinsey 7S, SWOT, dan TOWS. Analisis ini mengidentifikasi kekuatan, kelemahan, peluang, dan ancaman utama dalam lanskap pendidikan. Temuan tersebut menyoroti kekuatan Kementerian dalam perencanaan strategis, inisiatif pengembangan keterampilan, implementasi sistem, efektivitas kepemimpinan, kepatuhan terhadap nilai-nilai bersama, dan tenaga kerja yang terampil. Namun, tantangan tetap ada, terutama dalam beradaptasi dengan transisi politik, mengoptimalkan desain kurikulum di daerah pedesaan, dan mengelola kendala anggaran. Analisis matriks TOWS memberikan rekomendasi strategis untuk mengatasi rendahnya tingkat pendaftaran pendidikan tinggi di kalangan lulusan sekolah. Strategi yang diusulkan mencakup inovasi dalam pengembangan sumber daya manusia, prioritas pada daerah 3T (terdepan, terluar, dan tertinggal), program jangkauan pedesaan, dan evaluasi struktur gaji yang berfokus pada pengembangan. Pelaksanaan yang sukses memerlukan perencanaan strategis, keterlibatan pemangku kepentingan, program percontohan, pemantauan dan evaluasi yang kuat, alokasi anggaran yang memadai, pembangunan kapasitas, mekanisme perbaikan berkelanjutan, dan kampanye kesadaran publik. Upaya ini bertujuan untuk menciptakan sistem pendidikan yang lebih inklusif yang memberdayakan individu dari berbagai latar belakang.

I. INTRODUCTION

Education is very important in a person's life, and one of them is higher education. However, seeing the current conditions regarding higher education, not too many people are interested in it. This happens because of a person's decreased interest in learning and the lack of hope of getting better through college. Siregar et al., (2023) said that education is an endless process that helps us achieve our goals in the future. Human life can be seen from the growth and development phase, starting from infancy to death. From this phase of human development, what is very important and the centre of attention is adolescence. Adolescence is the change from childhood to adolescence. The National Population and Family Planning Agency (BKKBN) has underlined the age range for teenagers is 10-24 years old and

unmarried. The transition from childhood to adulthood certainly triggers adolescents' interest in choices in the environment in their lives, especially in the world of education. Life in today's society, which has a forward-thinking pattern, can be influenced by the environment in which one lives. There are no natural limitations in society, and there are no limitations on human needs and desires. Therefore, the public's interest, especially in adolescents, is not limited, everyone has an interest regardless of caste or social class stratification.

Data from BPS (2022) shows that the number of residents who have completed secondary education is still 29.21%. Then, only 9.67% graduated from higher education, and beyond that, they graduated from elementary school and did not even finish elementary school. Education plays a vital role in preparing human resources to support national development, requiring continuous adaptation to evolving societal demands. However, Indonesia faces significant challenges in its education system, resulting in lower human resource quality compared to other ASEAN nations. A country's progress can be measured by the development of its education system. Ensuring high-quality education is crucial and should be a top priority in today's global competition. Indonesia's education standards must be on par with those of more advanced nations, especially in the era of the Industrial Revolution 4.0, which emphasises the need for advanced thinking skills. The government continues to strive for educational improvements, including during the COVID-19 pandemic (Mulang, 2021).

With more than 17,000 islands, Indonesia is the fourth most populated country in the world, home to 260 million people. It is rich in natural resources but deficient in human capital, with many Indonesians unable to further their education because of poverty or inadequate educational facilities in the areas of the country where they live. The nation now spends less on public education than is recommended for growing countries, stagnating at 3.6% of GDP (Fadhil & Sabc-El-Rayess, 2021). The Indonesian government's neglect of this is somewhat to blame. This image is mirrored in the range of progressively complex educational problems. Students are still of low quality, teachers are not professionals, education is expensive, and even the laws governing education seem naive. Because of

inadequate education, Indonesia might fare worse in the future (Madhakomala et al., 2022).

The pandemic situation is increasingly indicating the widening digital divide in society. These gaps ultimately lead to the educational gaps themselves. With online learning, poor students and those living in the interior and outer areas have difficulty accessing learning due to the lack of ICT facilities and difficulty getting signals via the Internet (Anita & Astuti, 2022). The "Internet of Things" presents the next major challenge that should not be ignored. The education industry must adapt to this change. Teachers cannot rely solely on one source of material to teach from because students can access a multitude of resources online to broaden their scope of study. The internet has completely changed the educational landscape, and there are numerous ways that using it might raise the standard of instruction. With the advent of the digital age, doors to an abundance of knowledge, education, and information resources are opened, increasing the possibilities for learning both inside and outside of the classroom (Sukmayadi & Yahya, 2020).

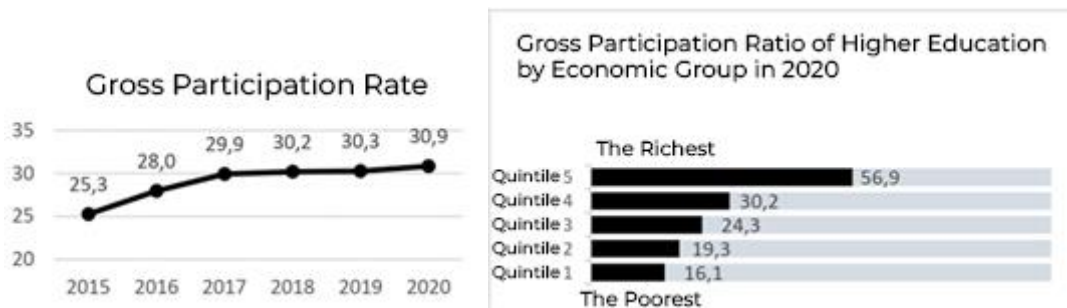


Figure 1: Higher Education Participation
 Source: Strategic Plan Document of *Kemendikbursitek* 2020-2024

Based on the strategic planning document of the Indonesian Ministry of Education, Culture, Research and Technology (*Kemendikbudristek*), the challenge of disparity in access to higher education services is still being measured through gross higher education participation rates that are far from stable. As shown in Figure 1 above, by 2020, the rate of gross participation in national higher education would be 30.9% (thirty-nine per cent) or only 1 (one) in 3 (three) children would have access to higher education. When viewed from the economic background, the gap is still very wide. With the poorest economy's gross higher education participation rate of

16.1%, it means that only 1 (one) out of 6 (six) Indonesian children proceed to higher education. This article aims to understand the challenges of the need for more interest in pursuing higher education among school leavers in Indonesia. It also provides valuable suggestions for addressing this issue. This article provides valuable insights and solutions to increase Interest in tertiary education among school leavers in Indonesia.

II. METHOD

The focus of this study is on the Ministry of Education, Culture, Research, and Technology's (*Kemendikbudristek*) research to understand the changes and problems that happen in Indonesian education. The research method is qualitative and uses a case study approach. The researcher uses document analysis to gather relevant data from primary and secondary sources like articles, news stories, and reports. The researcher uses different strategic management techniques like PEST, McKinsey 7S, SWOT, and TOWS to look into education problems in Indonesia, especially among high school graduates, with a focus on the Ministry of Education, Culture, Research, and Technology (*Kemendikbudristek*). An extensive analysis, encompassing both external and internal factors, was conducted on *Kemendikbudristek*, including a PEST (political, economic, socio-cultural, technological) analysis to assess uncontrollable opportunities and threats, as well as a McKinsey 7s to evaluate the strengths and weaknesses within its control (Cox, 2021). The analysis incorporated primary and secondary sources such as articles, news, and reports.

The findings were then organised into a SWOT (Strength-Weakness-Opportunity-Threat) matrix, facilitating the formulation of alternative suggestions using the TOWS (Threats-Opportunities-Weaknesses-Strengths) Matrix. This approach considered internal and external factors, leading to recommendations for addressing the identified challenges (Isamuddin et al., 2021). To provide a clearer understanding, the matrices used in this study, PEST and McKinsey 7S, will be presented and explained in the findings and discussion section. These frameworks will outline the critical factors affecting the education system and offer insights into

strategic recommendations for enhancing tertiary education participation among school leavers in Indonesia.

III. FINDINGS AND DISCUSSION

External Analysis (PEST)

Table 1. External Factor Analysis (PEST Analysis)

Political & Legal Environment in the Public Sector		Economic Environment in the Public Sector		Social & Cultural Environment in the Public Sector		Technological Environment in the Public Sector	
Opportunity	Threat	Opportunity	Threat	Opportunity	Threat	Opportunity	Threat
Political stability	Corruption in education	Various funding programs by other stakeholders	High cost of education	Improved construction of roads, telecommunications, and electricity	Social environment	Teaching and learning are highly supported by technology	Digital divide between urban and rural area
			Family economic condition	Positive perception of society towards the government in providing education	Lack of education infrastructure in rural areas	The implementation of e-government in office administration matters	
					Education less important		

Political and Legal

The opportunity on the political dimension in the PEST analysis shows that the increasing interest in pursuing higher education among school leavers in Indonesia is significantly shaped by the country's political stability, as outlined in the 1945 Constitution of the Republic of Indonesia. The Preamble of the 1945 Constitution emphasises the commitment to promote the nation's general welfare and intellectual life, which is in line with the long-term development vision for 2020-2025, which specifically focuses on human resource development. Explain that further underscores the government's dedication to improving Indonesia's human quality and promoting cultural progress as an integral component of the presidential mission. Elwijaya et al. (2021) describe that education policy plays a vital role in guiding education development, covering aspects such as curriculum, budget

allocation, and resource management. However, the intersection of politics and education poses challenges, including the potential impact of corruption in the education sector, leading to a reduction in the education budget and compromising the quality of education (Ndoluanak et al., 2023) As highlighted by Sudiarti et al. (2020), the complex relationship between education and political policies emphasises the need for a comprehensive analysis to improve the education sector more integrated.

Novelin Butarbutar (2022) writes that it is undeniable that corruption remains a topic of ongoing discussion in society. Corruption is one of the violations of the prevailing legal norms, punishable by imprisonment or fines. It has become a serious disease in Indonesia's governance system, capable of undermining all aspects of life. Corruption can cause enormous losses and has severe negative impacts on social stability and public security, damaging democratic values and the nation's morality. The perpetrators of corruption are not only civilians but also many law enforcers, those in power, positions, and authority people who should be combating corruption but instead engage in it themselves.

In contrast, the political and legal threats in the PEST analysis are embodied in the corruption prevalent in Indonesia's education sector. Indonesia Corruption Watch (ICW) reported that corruption in higher education involves various cases that cause considerable state financial losses. Patterns of corruption identified by ICW include procurement, fund management, bribery in new student admissions, and embezzlement. The vulnerability of the education sector to corrupt practices is underscored by consistent cases and significant state losses from 2015 to 2019, as reported by ICW. One prominent example is the Indonesia Smart Program (PIP), a government initiative to help with education costs for underprivileged students. However, as evidenced by a corruption case in Tasikmalaya Regency in December 2022, alleged corruption related to PIP funds harmed nearly 300 schools, impacting President Joko Widodo's priority program and contributing to an increase in school dropout rates during the COVID-19 pandemic (Alamsyah, 2023). Corruption also has damaged the education sector by causing a reduction in the education budget that should have been adequate. As a result, citizens' right to education is

threatened, with many schools falling into disrepair, an increasing number of students dropping out, and an escalating financial burden on parents. The negative impact of this corruption encourages teachers, as educators, to set an example of positive attitudes, behaviour, actions, and words for students so they can become good role models (Ma'arip et al., 2023).

Economic

In the economic aspect of the PEST analysis concerning the rising interest in tertiary education among school leavers in Indonesia, a notable opportunity lies in the availability of various funding programs provided by key stakeholders. The Indonesia Endowment Fund for Education Agency (LPDP), as highlighted by LPDP (2022), manages endowment funds in the education sector to ensure the continuity of education programs. LPDP's funding schemes, derived from endowment funds, guarantee the implementation of multi-year programs, fostering educational advancements. The scholarship programs offered by LPDP, such as General, Targeted, and Affirmative Scholarships, create a supportive environment for students pursuing tertiary education (Yafiz et al., 2020).

Additionally, the Bangkit Indonesia Scholarship (BIB) is a collaborative initiative between the Ministry of Religion and LPDP, aiming to prepare future leaders, educators, and professionals through degree and non-degree programs. This scholarship program, aligned with the National Medium-term Development Plan (RPJMN) 2020-2024, emphasises the development of highly competitive human resources on both local and international scales. Another contributor to educational advancement is the Djarum Foundation's merit-based scholarship program, Djarum Beasiswa Plus. This program provides one-year scholarships and imparts essential soft skills training, preparing recipients to become future leaders. The Djarum Scholarship Plus program has benefited over 13,397 high-performing students from various educational backgrounds and top colleges in Indonesia (Septian & Ahmad, 2020).

Conversely, economic threats in the PEST analysis encompass the high cost of education and its impact on family economic conditions. The soaring cost of education acts as a deterrent, limiting the aspirations of many talented individuals.

This financial barrier affects students' dreams and perpetuates societal inequalities. Data derived from Yubilianto (2020) illustrates the breakdown of estimated expenses for a student studying a year in college, emphasising the considerable cost disparities between public and private colleges. Furthermore, economic challenges, as discussed by (Abdullah & Gani, 2022; Suaema et al., 2021; Ulfaningsih et al., 2022; Utaminingsih, 2021), contribute significantly to the high dropout rates among adolescents, particularly at the secondary education level. Economic factors, such as the need for additional funds to continue education to a higher level, hinder the realisation of parents' aspirations for their children to complete university-level education. The limited economic conditions, particularly prevalent in rural areas, force many students to forego formal education due to financial constraints, hindering their academic potential (Abdullah & Gani, 2022; Affizul et al., 2021; Hariati & Syukur, 2019; Ulfaningsih et al., 2022; Yuliana et al., 2021).

Social and Culture

Significant opportunities are identified in the social and cultural aspect of the PEST analysis concerning the increasing interest in pursuing tertiary education among school leavers in Indonesia. One such opportunity is the improved construction of roads, telecommunications, and electricity, as well as society's positive perception of the government's role in providing education. The strategic plan of the Ministry of Public Works and Public Housing, covering 2020-2024, highlights the robust condition of national roads and increased accessibility, contributing to enhanced transportation, logistics efficiency, and reduced regional isolation (DJCK, 2020). Indonesia's impressive ranking in the Global Competitiveness Index and improvements in the Quality of Roads pillar underlines the positive impact of road development on the country's infrastructure (World Economic Forum, 2019). The Ministry of Communication and Informatics further emphasises digital development efforts, aiming for a national digital transformation and economic recovery post-pandemic. The strategic directions set by the ministry include building secure infrastructure, transforming Indonesia into a technology producer, enhancing digital capabilities, building an open digital government,

cultivating a digital culture, and harmonising regulations (Kominfo, 2021). Participative and active participation in development activities is observed as a positive indicator of the government's efforts to empower communities, aligning with decentralised education processes.

Moreover, the community's positive perception of the government, reflected in the Gross Participation Rate (GPR) achievements at various education levels, underscores the societal support for government initiatives in education. The data from the Ministry of Education and Culture's Strategic Plan for 2020-2024 demonstrates an increase in GPR at the junior high school, senior high school, and tertiary levels, indicating a positive trend in community engagement and participation in education (BPS, 2023). On the other hand, social and cultural threats identified in the PEST analysis include factors such as an unsupportive social environment, a lack of education infrastructure in rural areas, and the perception that education is less important. Teenagers' interactions within unsupportive communities can hinder their interest in pursuing higher education, as demonstrated in studies by (Al-adhim & Ghozali, 2023; Barokah & Yulianto, 2019; Utaminingsih, 2021; Yuliana et al., 2021).

Additionally, the inadequate educational facilities in rural areas, encompassing a lack of access to quality schools, libraries, and qualified teachers, pose a significant barrier to students aspiring to pursue higher education. Furthermore, the perception that education is less valuable is influenced by cultural factors, including a preference for immediate employment after secondary education and a belief that the costs of higher education outweigh the benefits. This view is exacerbated by the need for more understanding regarding the tangible benefits of higher education, leading to a disconnect between education and improved career opportunities. Social factors such as parental views, particularly among those with lower education levels, and rural values prioritising alternative work over education contribute to the perception that education is a less crucial pursuit. In conclusion, a comprehensive approach is needed to address these social and cultural challenges and foster a more supportive environment for education, ensuring that societal perceptions align with the long-term benefits of higher education.

Technology

In the technological aspect of the PEST analysis regarding the growing interest in pursuing tertiary education among school leavers in Indonesia, notable opportunities and threats emerge. One key opportunity lies in the transformative shift towards teaching and learning highly supported by technology. The Central Statistics Agency's Education Statistics Report 2023 underscores the impact of the COVID-19 pandemic on the education system, leading to a significant increase in students' engagement with information and communication technology (ICT). With the official end of the pandemic in 2023, the focus shifted to evaluating changes in students' activities, particularly regarding ICT access and involvement in work or household chores.

The report reveals that approximately 83.41 per cent of students aged 5-24 use mobile phones and 19.27 per cent use computers. At the same time, mobile phone usage exhibited a fluctuating trend; computer usage, including PCs, laptops, tablets, or similar devices, reversed from a continuous decline to a rise in 2022 and 2023. This surge in electronic device usage presents a strategic opportunity for implementing technology-based education, aligning with the Ministry of Education and Culture's Merdeka Belajar (Liberating Learning) policy. This policy emphasises creating a conducive learning environment, fostering analytical skills, reasoning, and comprehensive understanding through technology-based curriculum implementation. Applying blended learning models further enhances education by combining traditional and e-learning processes. The positive impacts of e-learning include broader access to education, personalised or self-directed learning experiences, and innovative learning methods incorporating technology advancements like games, simulations, or virtual reality (Hasan et al., 2022). The Ministry of Education, Culture, Research, and Technology (*Kemendikbudristek*) has received recognition for its innovative use of technology, as evidenced by the "Rapor Pendidikan" platform. With 424,964 school users in 2023, this tool facilitates educational assessment and national survey results, contributing to issue identification, root problem reflection, and overall education quality improvement (Kemendikbudristek, 2022).

Conversely, the technological threats in the PEST analysis focus on the digital divide between urban and rural areas, a critical factor impeding university enrollment in Indonesia. The BAKTI Kominfo data reveals that 7,904 villages in Disadvantaged, Frontier, and Outermost (3T) areas lack 4G services, limiting access to ICT. Internet usage penetration in rural communities is substantially lower at 48.25%, compared to the 72.41% rate in urban areas (APJII, 2017). The Ministry of Communication and Information indicates that only around 26.3% of rural households have access to ICT devices, with eastern regions such as Maluku, North Maluku, East Nusa Tenggara, Central Sulawesi, Southeast Sulawesi, and Papua facing particular challenges (Oktavianoor, 2020). This digital divide adversely affects interest in pursuing higher education, hindering rural students' access to information, relevant learning resources, and online education platforms crucial in the contemporary digital era. The disparity limits educational information availability and impedes the development of digital skills essential for success in the evolving job market. Addressing this digital gap is imperative for creating an inclusive educational landscape that ensures equal opportunities for all students, irrespective of their geographical location (Alifah, 2021).

Internal Analysis (McKinsey 7-S Model Technique)

Table 2. Internal Factor Analysis (McKinsey 7-S Model Technique)

Strategy	S	Strategy are well documented - Ministry of Education, Culture, Research and Technology Strategic Plan 2020-2024 and Directorate General of Higher Education Strategic Plan 2020-2024
	W	New Minister New Mandate/Strategy
Skills	S	<i>Kemendikbudristek</i> regularly conducts employee training and performance appraisals to ensure that the quality of employees remains at the highest level.
	W	The implementation of curriculum design cannot run optimally in rural areas due to limitations in technology infrastructure, teacher training, and digital resources.
Structure	S	9 main units (echelon I) and 364 technical implementation units
	W	-
System	S	<i>Kemendikbudristek</i> was ranked first in the implementation of an Electronic-Based Government System (SPBE) by the Ministry of Administrative Reform and Bureaucratic Reform (Lakin,2022)
	W	Lack of website technicians in some working regions of LLDIKTI (Higher Education Service Agency)
Style	S	Nadiem Makarim, as the minister of <i>Kemendikbudristek</i> , employs the servant leadership style. The leadership in <i>Kemendikbudristek</i> is very transparent and open, and Nadiem also prioritises creativity and innovation.
	W	-
Shared Value	S	The core value of <i>BerAKHLAK</i> (Service Oriented, Accountable, Competent, Harmonious, Loyal, Adaptive, and Collaborative)
	W	Resistance to change is a common challenge in implementing new core values

		(<i>BerAKHLAK</i>)
Staff	S	A large workforce of 124,049 staff members
	W	The increasing budget burden for staff salaries

Strategy

In the strategy aspect of the internal analysis using the McKinsey 7S Model, Indonesia's Ministry of Education, Culture, Research, and Technology (*Kemendikbudristek*) exhibits notable strengths and weaknesses. The strength lies in a well-documented strategy outlined in the Strategic Plan for 2020-2024. This comprehensive planning document spans five years and serves as a guiding framework for various units and institutions within the *Kemendikbudristek* environment. The plan encompasses strategic formulation for Level I Units, Level II Units, state universities, and technical implementation units, as well as the formulation of work plans, budget work plans, and the oversight of program, activity, and budget implementation. Additionally, it outlines a performance accountability system for government agencies within the ministry. This strategic plan establishes a cohesive and structured approach to educational development, ensuring coordinated efforts across different levels and units within *Kemendikbudristek*.

Conversely, a weakness in the strategy aspect is identified with the occurrence of a new minister and the subsequent introduction of a new mandate or strategy. This weakness is associated with the inherent challenges presented by changes in political leadership, particularly the appointment of a new education minister. The concept reflects the dynamic nature of education policies, which often undergo adjustments, innovations, or changes in direction following a leadership transition at the ministry level. Each education minister brings their vision, mission, and priorities, impacting key education policies, programs, and implementation strategies. This phenomenon is observable in Indonesia's history, where shifts in state leadership have led to significant changes in educational frameworks, such as the transition between different curricula and the introduction of initiatives like *Merdeka Belajar*.

Skills

In the internal analysis using the McKinsey 7S Model, the Ministry of Education, Culture, Research, and Technology (*Kemendikbudristek*) in Indonesia demonstrates notable strengths and weaknesses in the skills aspect. In terms of strength, *Kemendikbudristek* actively invests in enhancing the skills of its employees through regular training and performance appraisals. The competency of its civil servants, known as State Civil Apparatus (*ASN Kemendikbudristek*), is systematically developed through various training programs encompassing essential, managerial, technical, functional, and socio-cultural aspects. As of 2022, the skills proficiency of *ASN Kemendikbudristek* reached an impressive 86.62%. This commitment to skill development aligns with the ministry's strategic plan and national priority programs, which mainly focus on fostering high-quality and competitive human resources. Notably, the emphasis on vocational education and training for Industry 4.0 reflects the ministry's forward-looking strategy to ensure the resilience and competitiveness of the workforce, especially in the post-COVID-19 recovery period.

Conversely, a weakness in the skills aspect pertains to the suboptimal implementation of curriculum design in rural areas due to constraints in technology infrastructure, teacher training, and digital resources. As a fundamental guide in education, the curriculum undergoes continuous refinement to align with technological advancements. However, the urban-rural disparity in the education system poses challenges to effectively executing an independent curriculum in remote areas. There needs to be more internet access, unstable signals, and adequate technological devices to ensure the smooth implementation of the curriculum. The limitations are compounded by a need for more training and mentoring for teachers in these areas, making the independent curriculum implementation complex. Collaborative efforts between the government, schools, teachers, and the community are essential to address these challenges. Enhancing teachers' understanding and skills, coupled with regular supervision and evaluation, becomes crucial to ensure uniform and correct implementation of the independent curriculum in elementary schools. Bridging the skills gap in rural areas requires

comprehensive cooperation and support from various stakeholders to overcome the challenges in technology integration and teacher preparedness.

Structure

The organisational structure comprises vital units, each playing a specialised role in contributing to the overall objectives of *Kemendikbudristek*. The Secretariat General manages administrative affairs, planning, and reporting at the ministry level. Meanwhile, the Directorate General of Teachers and Educational Personnel formulates policies and programs for educators and educational staff. The Directorate General of Early Childhood Education, Basic Education, and Secondary Education concentrates on early childhood, primary, and secondary education policies and development. Vocational education policies and programs fall under the jurisdiction of the Directorate General of Vocational Education, while the Directorate General of Higher Education oversees higher education policies and development. The Directorate General of Culture is also responsible for cultural sector policies and programs. The Inspectorate General conducts internal oversight and examination functions on policy and program implementation. The Research and Development Agency and Book Development Agency manage research and development activities and book policy. The Language Development and Supervision Agency takes charge of language development and supervision in Indonesia (Kementerian Pendidikan Kebudayaan Riset dan Teknologi, 2022)

This well-defined and specialised organisational structure serves to bolster the Minister of Education and Culture in the effective execution of the ministry's functions and tasks. The delineation of responsibilities among the units reflects a strategic approach to optimise the implementation of educational policies and programs, contributing to the overall advancement of the education sector in Indonesia.

System

In the internal analysis utilising the McKinsey 7S Model, *Kemendikbudristek* in Indonesia exhibits strength in the system aspect, particularly in implementing the Electronic-Based Government System (SPBE). This accomplishment is underscored by *Kemendikbudristek's* top ranking in the SPBE implementation, as recognised by

the Ministry of Administrative Reform and Bureaucratic Reform (Lakin, 2022). The SPBE, with a commendable index of 3.86, signifies excellence and is anticipated to enhance governance by fostering effectiveness, efficiency, cleanliness, transparency, and accountability. At the 2024 Electronic-Based Government System (SPBE) Summit organised by the Ministry of Administrative and Bureaucratic Reform (PANRB), the Ministry of Education, Research, and Technology (*Kemendikbudristek*) ranked in the top 10 for the best Electronic-Based Government System (SPBE) performance (Ajeng, 2024).

Conversely, a weakness in the system aspect is identified within some working regions of the Higher Education Service Agency (LLDIKTI), specifically concerning the need for more website technicians. This issue hampers the developmental progress in certain LLDIKTI regions that have yet to fully embrace innovations witnessed in LLDIKTI Region II. LLDIKTI Region II has successfully implemented a paradigm shift in public services, leveraging innovative approaches, mainly through website utilisation (Dian, 2023). These innovations, conceived even during the pandemic, have positively impacted services and shortened the overall service cycle, overcoming the limitations of face-to-face interactions. Another weakness is the audit condition. According to the Summary of Semester Examination Results (IHPS) II of 2020, the Supreme Audit Board (BPK) completed a specific-purpose audit (PDTT) of the Indonesia Smart Program (PIP) for the fiscal period of 2018-2020. The overall audit results revealed seven findings that included 23 issues. These issues consist of 20 weaknesses in internal control systems, two cases of non-compliance with legal regulations amounting to Rp 33 million, and one issue related to economic, efficiency, and effectiveness aspects totalling Rp 2.86 trillion. In light of these findings, the Ministry of Education, Research, and Technology (*Kemendikbudristek*) is required to make improvements to further enhance the quality of its financial reports going forward. (Syaparudin & Apollo, 2023)

Style

In the internal analysis using the McKinsey 7S Model, the Ministry of Education, Culture, Research, and Technology (*Kemendikbudristek*) in Indonesia demonstrates strength in the style aspect, primarily attributed to the leadership style of Nadiem

Anwar Makarim as a Minister. Nadiem Makarim has embraced the servant leadership style characterised by transparency, openness, and a strong emphasis on creativity and innovation within *Kemendikbudristek*. Since assuming office on October 23, 2019, Nadiem Makarim has been a notable political figure, transitioning from his role as the CEO of Gojek to lead the *Kemendikbudristek*. (Sukataman et al., 2023)

Nadiem Makarim's leadership journey underscores practical leadership qualities, manifesting in his commitment to innovation. His leadership style aligns with various leadership theories, including Behavioral, Transformational, and Servant Leadership. Behavioural Theories emphasise the actions and experiences that shape a leader, a perspective evident in Nadiem Makarim's trajectory from the corporate sector to public service. Furthermore, his implementation of Servant Leadership aligns with the philosophy of providing exemplary service to the community, ensuring their satisfaction and well-being. This leadership approach emphasises a strong commitment to serving the interests of the public, reflecting positively on *Kemendikbudristek's* internal dynamics.

Shared Value

In the context of the internal analysis using the McKinsey 7S Model, the Ministry of Education, Culture, Research, and Technology (*Kemendikbudristek*) in Indonesia demonstrates strength in the shared value aspect through its core value framework known as *BerAKHLAK*. *BerAKHLAK* encapsulates the values of being Service-Oriented, Accountable, Competent, Harmonious, Loyal, Adaptive, and Collaborative. This core value is designed to fulfil the functions of public servants, implement public policies, and foster national unity. *Kemendikbudristek* has implemented various programs aligned with each element of *BerAKHLAK* to reinforce a commitment to service-oriented practices, accountability, competence, harmony, loyalty, adaptability, and collaboration. Additionally, efforts are directed towards enhancing employee quality through regular training and performance appraisals, ensuring a highly competent and adaptable workforce. The strategic plans for 2020-2024 underscore *Kemendikbudristek's* commitment to embodying the core value of *BerAKHLAK* in its operations and achieving stakeholder goals, particularly in education, culture, research, and technology. However, a notable

weakness emerges in resistance to change when implementing new core values, such as *BerAKHLAK*. The strategic plan for 2020-2024 highlights challenges in achieving annual targets for some elements of *BerAKHLAK*. Resistance among certain civil servants within *Kemendikbudristek* poses an obstacle to fully realising and integrating the desired values outlined in *BerAKHLAK*, as evidenced by the Strategic Plan's Key Performance Indicators (Kemendikbudristek, 2022).

Staff

In the realm of internal analysis using the McKinsey 7S Model, the Ministry of Education, Culture, Research, and Technology (*Kemendikbudristek*) in Indonesia demonstrates a significant strength in the staff aspect due to its extensive workforce of 124,726 staff members. This substantial human resource pool equips the ministry with the capacity to effectively implement diverse strategies and initiatives to address the challenges prevalent in the education sector. The large staff count is a critical asset, indicating the ministry's ability to execute programs to improve access to quality education, preserve Indonesian culture, and ensure equitable distribution of educational resources. Moreover, this considerable workforce is instrumental in implementing reforms, tackling corruption, addressing the high cost of education, and enhancing overall accessibility to education for all, as outlined in the strategic blueprint. Such a sizable and diverse workforce underscores the ministry's potential to exert a considerable impact on shaping the education landscape in Indonesia (Kemendikbudristek, 2022).

However, a notable weakness emerges from an increasing budget burden for staff salaries. Minister Nadiem Makarim highlighted that the budget increase of Rp1.2 trillion resulted from discussions with the Budget Committee of the House of Representatives, covering internal staff salaries with an additional Rp620 billion. While this signifies a commitment to employee welfare, the growing financial burden of staff salaries poses a challenge. Effectively managing this challenge is crucial to ensure the judicious allocation of resources for other critical initiatives within the ministry. Striking a balance between addressing the financial needs of the workforce and maintaining a sustainable budget for various educational programs and reforms

is imperative for the ministry's continued effectiveness and success (Kemendikbudristek, 2022).

This section provides several suggestions for dealing with the lack of tertiary education among school leavers in Indonesia. These recommendations were derived from a TOWS matrix technique, which uses SWOT (Strength-Weakness-Opportunity-Threat) analysis elements to create strategies for tackling these challenges. The TOWS matrix has four (4) quadrants, namely 1) Strength-Opportunities (SO), 2) Weakness-Opportunities (WO), 3) Strength Threats (ST), and 4) Weakness-Threats (WT). Each quadrant suggests different strategies, such as leveraging strengths to capitalise on opportunities (SO), using strengths to counter threats (ST), minimising weaknesses, maximising opportunities (WO), and minimising weaknesses and threats (WT). The strategy selection for this paper involves using the Comparative Table of Strategies Attractiveness, which considers low cost, fast execution, and high impact.

Thrust Strategy as Alternative Approach to Overcome Challenges

Table 3. Four (4) Thrust Strategies

<p>SO Strategies S5O5: Creating innovations in human resource development to support technology-based learning.</p>	<p>WO Strategies W2O3O5: Prioritizing the Foremost, Outermost, Left behind (3T) regions for special attention in educational facilities and infrastructure</p>
<p>ST Strategies S1S3T4T6: Organise outreach programs in rural areas, emphasising the importance of education in community development</p>	<p>WT Strategies W4T1: Salary Structure Evaluation with focusing on development Educators from 3T Areas</p>

Creating Innovations in Human Resource Development to Support Technology-Based Learning

The first program aims to empower educators with expertise in utilising technology to enhance the quality of learning and teaching. Through a structured curriculum, the program seeks to cultivate a deep understanding of the use of digital tools in education, design technology-responsive curricula, and integrate digital innovations into daily teaching practices. Additionally, the program aims to measure and acknowledge participants' achievements and progress in implementing technology-based teaching methods. Thus, the program's objectives are to produce an education workforce ready to face challenges and opportunities in the digital era

while promoting an enhancement in educational quality through effective technology utilisation.

The second program serves as a crucial milestone in supporting the strategy of creating innovation in human resource development to bolster technology-based learning. This program embraces a modern approach by providing intensive training to educators, enabling them to enhance their teaching skills by leveraging technology. For this second program, the activity chosen to support the implementation of the program is a workshop on designing digital learning materials. This workshop guides educators in creating learning materials that align with digital approaches and are engaging for students. The educators are encouraged to design innovative and engaging learning materials, utilising digital tools and platforms to enhance student learning experiences. Performance evaluation of educators based on technology and ongoing monitoring is an integral part of this program, ensuring that educators continue to develop their skills in line with rapidly evolving technological needs.

This strategy aims to revolutionise human resource development in education by equipping educators with the necessary skills and knowledge to effectively integrate technology into teaching and learning processes, ultimately enhancing the quality of education in the digital era.

Prioritising the Frontier, Outermost, and Left Behind (3T) Regions for Special Attention in Educational Facilities and Infrastructure

The first program under this strategic thrust includes two activities. The first activity is digital-based lecturer performance management, which involves training modules as assessment indicators, the implementation of a digital teacher performance assessment system, the application of feedback and performance development through technology, and performance management strategies that motivate in the digital era. The second activity is the development of lecturer skills based on e-learning, focusing on understanding the implementation of e-learning platforms for professional development, digital curriculum design, remote learning, and evaluating the effectiveness of online training.

The second program serves as a crucial milestone in supporting the strategy of creating innovation in human resource development to bolster technology-based learning. This program embraces a modern approach by providing intensive training to educators, enabling them to enhance their teaching skills by leveraging technology. For this second program, the chosen activity to support the implementation is a workshop on designing digital learning materials. This workshop guides educators in creating learning materials that align with digital approaches and are engaging for students. Educators are encouraged to design innovative and engaging learning materials, utilising digital tools and platforms to enhance student learning experiences. Performance evaluation of educators based on technology and ongoing monitoring is an integral part of this program, ensuring that educators continue to develop their skills in line with rapidly evolving technological needs. These strategies aim to prioritise the 3T regions for special attention in educational facilities and infrastructure, with a focus on creating high-quality standards and inspiring innovation and progress in the educational environment, ultimately aligning with the strategic vision to create technologically ready human resources.

Organise Outreach Programs in Rural Areas, Emphasising the Importance of Education in Community Development

Organising outreach programs in rural areas, emphasising the importance of education in community development, is the best alternative strategy derived from the strengths and threats elected from the Blue Ocean Strategy. Under this strategy, one program is known as the "Upward Bound Program". The Upward Bound Program furnishes essential assistance to its participants in readiness for college admission. This program presents avenues for participants to excel in their pre-college academic endeavours, thereby facilitating their progression in higher education. Upward Bound is designed for high school students originating from low-income households and those whose parents lack a bachelor's degree. The primary objective of the Upward Bound program is to augment the rate at which participants successfully complete their secondary education, subsequently enrolling in and graduating from postsecondary educational institutions. By fostering crucial skills and motivation, the Upward Bound program addresses the specific needs of low-

income individuals, potential first-generation college students, and veterans, aiming to enhance their academic performance and motivation levels. The overarching aim is to elevate the academic accomplishments and motivation of eligible enrollees to ensure their successful completion of secondary school and effective pursuit of tertiary education programs. Under this program, three main activities can be carried out to overcome the challenges.

The first activity, "Community Engagement Workshops," involves conducting interactive workshops and seminars in targeted rural regions and collaborating with local educational institutions and community leaders; these workshops focus on elucidating the profound significance of education. Successful individuals and role models who have pursued higher education share their experiences, emphasising the transformative value of education. The content is thoughtfully designed to highlight the diverse benefits of education, fostering a positive perception and encouraging active participation. "School Visits" represent another crucial activity under the program. This initiative involves physically visiting schools in 3T areas to engage directly with students. "School Visits" represent another crucial activity under the program. This initiative involves physically visiting schools in 3T areas to engage directly with students. Educational counsellors and program representatives provide insights into the opportunities that tertiary education can unlock. "Mentorship" forms an integral part of the program's strategy. Establishing mentorship programs connects aspiring students with experienced mentors who guide them through the academic journey. These mentors, often individuals with successful educational backgrounds, offer personalised support, share valuable insights, and assist in navigating the challenges associated with pursuing tertiary education.

The inclusion of "Standardised Test Prep Courses" further enhances the program's effectiveness, recognising the importance of standardised tests in the admission process; these courses provide targeted preparation to students in 3T areas. Access to quality test preparation resources helps level the playing field, ensuring that students are well-equipped to perform competitively in entrance examinations, thereby increasing their chances of pursuing tertiary education.

Collectively, these activities synergise to create a comprehensive and impactful outreach program. The combination of community engagement workshops, school visits, mentorship, and standardised test prep courses addresses various facets of the challenge, effectively increasing interest and fostering a positive outlook on tertiary education among school leavers in Indonesia's underserved 3T areas.

Salary Structure Evaluation with Focusing on Development Educators from 3T Areas

Salary Structure Evaluation focusing on development educators from 3T areas is the strategy for allocating more budget to develop educators in the 3T Areas. This is the best alternative strategy derived from the weaknesses and threats elected from the Blue Ocean Strategy. Under this strategy, one program is known as "The efficiency of the budget and its use for developing Human Resources especially Local Educators in the 3T area". It can prove to increase accessibility. The primary focus might be on making education more accessible to a broader segment of the population. This could involve initiatives such as scholarships, online learning platforms, or the establishment of educational centres in underserved areas by focusing on developing Human Resources, especially for Educators inside that area, which means they know about their own area, how the characters and it will need socio-cultural understanding. Lastly, implementing this development could help the governance to have a positive and immediate impact because these enhancements aim to increase the number of educators in their own region and accessibility for continuing study among school leavers in the region. It should be effective because the educators know the best strategy for influencing the school leavers in their own region.

IV. CONCLUSION

In conclusion, the internal analysis of Indonesia's Ministry of Education, Culture, Research, and Technology (*Kemendikbudristek*) reveals a multifaceted landscape characterised by notable strengths and discernible weaknesses. The McKinsey 7S Model provides a structured framework to assess critical elements, including strategy, skills, structure, system, style, shared values, and staff. The

Ministry's strengths lie in strategic planning, skill development initiatives, organisational structure, system implementation, effective leadership under Minister Nadiem Makarim, adherence to shared values, and a substantial workforce. However, challenges, such as adapting to political transitions, optimising curriculum design in rural areas, and managing budgetary constraints, present areas for improvement. The TOWS matrix analysis further guides strategic recommendations to address the lack of tertiary education among school leavers. Strategies encompass innovations in human resource development, prioritising 3T regions, organising rural outreach programs, and salary structure evaluation with a focus on development. These strategies offer a comprehensive approach to tackling the identified challenges and bridging gaps in the education system.

Successful implementation requires strategic planning, stakeholder engagement, pilot programs for real-world feedback, robust monitoring and evaluation, judicious budget allocation, capacity building, continuous improvement mechanisms, and public awareness campaigns. By taking these actions, *Kemendikbudristek* can pave the way for an inclusive education system that empowers individuals across diverse backgrounds and geographical locations, contributing to the overall development of Indonesia's educational landscape.

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