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Analysis of Research Trends on Educational Contestation in Indonesia

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Abstract
This study aims to identify the research trends on educational contestation in Indonesia from 2010 to 2023 and to understand the strategies and categories of educational contestation in the country. Through bibliometric analysis, this research found the following: 1) Research trends on educational contestation in Indonesia are distributed across several provinces. The discussed topics revolve around two main themes: contestation strategies and categories of educational contestation within institutions, 2) There are two strategies of educational contestation in Indonesia: inward strategies and outward strategies. Inward strategies involve efforts by educational institutions to improve themselves and gain a competitive edge. On the other hand, outward strategies are focused on promoting the school's excellence to the public, and 3) Categories of educational contestation in Indonesia include contestation between educational institutions, leadership, discourse, alumni or graduate competencies, contestation of concepts in social media, and contestation of identity.

Keywords
Educational Contestation, Contestation Strategies, Contestation Categories, Educational Marketing.

Introduction

Analysis of research trends on educational contestation is important to understand various issues and dynamics of education in Indonesia, both at the systemic and institutional levels. The competition between schools and madrasahs has been a longstanding polemic that continues to this day. In the early stages of education development in Indonesia, schools and madrasahs were involved in ideological contestation. Schools were often labeled as secular educational institutions, while madrasahs were seen as Islamic education institutions (Nursyirwan, 2020). This dichotomous competition continues to be perpetuated with the aim of gaining self-benefits and defeating opponents (Alam, 2020).

Further competition occurs at the national level. Madrasahs were considered secondary (non-formal) educational institutions in Indonesia for a considerable period of time, while schools were recognized as the primary educational institutions from the beginning. The process of recognizing madrasahs as formal educational institutions equivalent to schools required a long and arduous journey.

Despite being the foundation of madrasahs in Indonesia, pesantrens (Islamic boarding schools) are believed to be the oldest educational institutions in the country (Badrudin et al., 2017).

Since the early years of independence until 1950, madrasahs were overlooked, despite their deep-rooted presence in society. The Education and Teaching Law No. 4 of 1950 did not accommodate religious education institutions like madrasahs. Therefore, the National Committee of Indonesian Central Workers (BPKNIP) recommended that the government pay attention to and support madrasahs (Badrudin et al., 2017). Subsequently, a joint ministerial decree (SKB) was issued in 1975 on the quality development of madrasahs, which equated madrasah graduates with graduates of general schools (Suryana et al., 2020).

The competition also extends to the quality and facilities of educational institutions. Public schools, which are financed by the state, tend to have more comprehensive facilities compared to madrasahs, which rely on community contributions (Azzahra, n.d.). This often creates stereotypes that view schools as more advanced educational institutions, while madrasahs are considered outdated and behind the times (Wiranata, 2019).

The competition further intensifies in the recruitment of students. Each educational institution strives to influence the public through various means to choose them as the preferred place for their children's education. This competition has heated up further with the implementation of the School Operational Assistance (BOS) policy. Schools and madrasahs compete to recruit as many students as possible to receive more BOS funds. It is not surprising that schools and madrasahs sometimes resort to various (positive or negative) methods to ensure success in attracting as many students as possible (Kukuh Wicaksono, 2020).

To attract a large number of students, educational institutions often employ marketing strategies such as massive and intensive promotional activities. These promotional efforts include advertisements, banners, brochures, outreach to lower-level educational institutions, and even direct door-to-door engagement with the community. Some educational institutions also organize special events such as educational exhibitions, entrance selection tests, or attractive extracurricular activities to capture the interest of prospective students and parents (F. Syukur, 2021).

In the increasingly competitive landscape, intensive marketing strategies become the key to success for educational institutions in attracting the interest of prospective students and parents. By employing a combination of creative, informative, and interactive marketing strategies, schools and madrasahs hope to create a positive and appealing image for prospective students and differentiate themselves from their competitors. Furthermore, intensive marketing strategies help enhance visibility and success in the midst of fierce competition for students (F. Syukur, 2021).

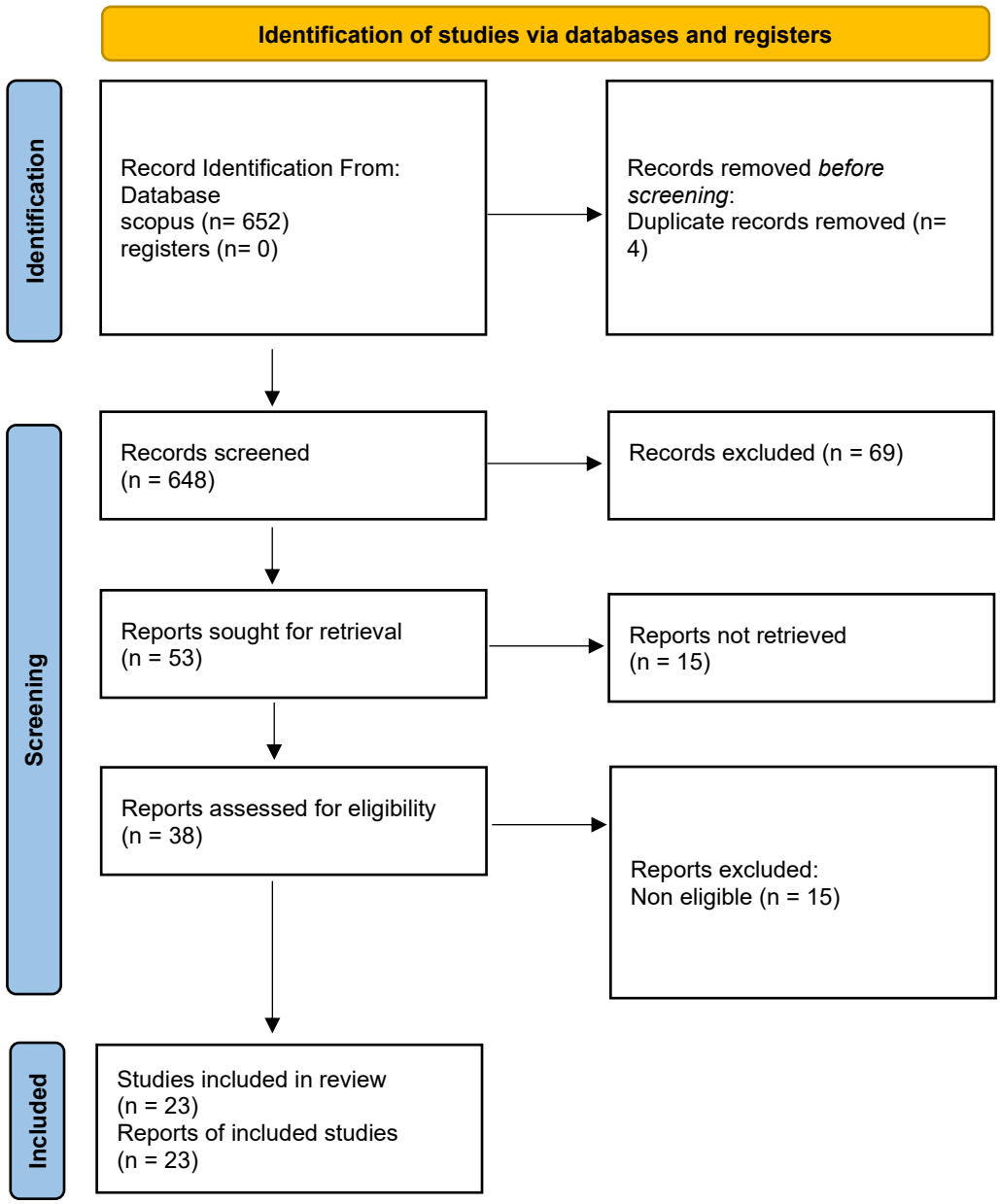
However, the impact of this student recruitment competition also has negative aspects. Some educational institutions may be tempted to use unethical or unfair methods to recruit students. Practices such as manipulating the number of registered students, making promises that cannot be fulfilled, or even providing financial incentives to prospective students or their parents to choose a particular educational institution can occur. This creates an imbalance in what should be fair competition and harms students, parents, and the overall education system (Efferi, 2015).

Based on the above discussion, it is important to track research related to educational contestation in Indonesia. Through a bibliometric analysis, this article will discuss research trends related to educational contestation in Indonesia, strategies for contesting educational institutions, and the forms of contestation that occur in educational institutions in Indonesia.

Method

This study employed a qualitative research method, specifically a systematic literature review (SLR). This method was used to gather and analyze data from various literature sources relevant to the research topic. The data search in this study was conducted using the Google Scholar database.

To obtain articles that were in line with the theme, the search was performed using the keywords "educational contestation in Indonesia." To acquire more specific data, a categorization process was conducted by conducting an in-depth search, specifying the publication period of articles from 2010 to 2023. Additionally, the search was narrowed down by focusing on research conducted in Indonesia.



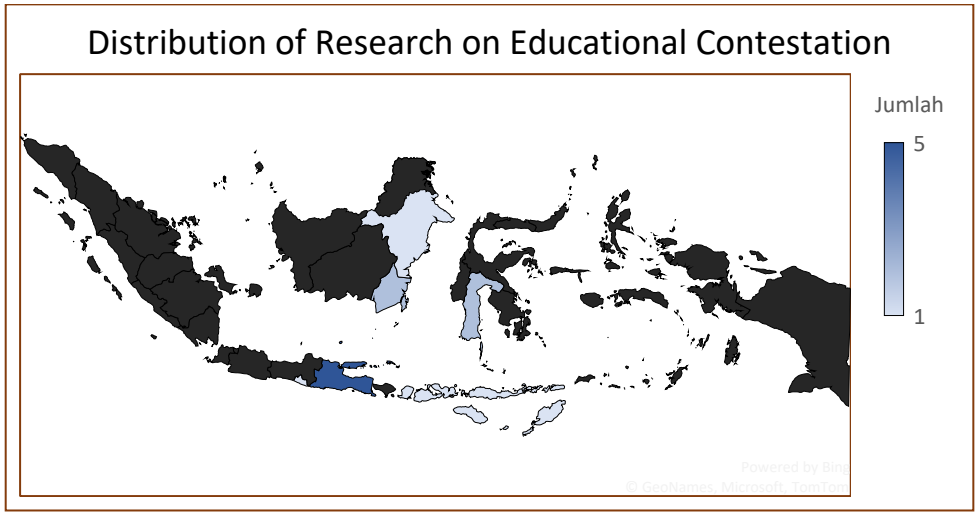
A total of 23 articles were utilized in this research. These articles were then coded based on the research questions.

Result and Discussion

1. Research Trends on Educational Contestation in Indonesia

Based on the 23 articles used in this research, the research locations were distributed across 7 provinces in Indonesia. Specifically, there were 5 studies conducted in East Java, 2 studies in South Sulawesi and South Kalimantan, and 1 study each in Yogyakarta, East Kalimantan, West Nusa Tenggara, and East Nusa Tenggara. Additionally, 10 articles were literature studies that broadly discussed educational contestation in Indonesia. The following map illustrates the distribution of research locations based on provinces in Indonesia.

Figure 1. Distribution of Research Locations on Educational Contestation



Based on the map above, it can be observed that the province with the brightest blue color has produced the highest number of research articles on educational contestation. This province is East Java. The research locations within East Java include Sumenep, Kediri, Bangkalan, Bondowoso, and Situbondo. The provinces with a moderately bright blue color on the map are South Sulawesi and South Kalimantan, indicating that each province has two research locations. The research locations in these provinces are respectively Hulu Sungai Utara and Bode in South Kalimantan, and Makassar in South Sulawesi. The light blue areas on the map represent provinces that have only produced one research article each. The research locations in these provinces are Yogyakarta, Lombok, Makassar, and Samarinda.

Following the data search, collection, and filtering process using PRISMA 2020, the data was then mapped using the VOSviewer application. VOSviewer detects articles based on their topics, titles, and abstracts. Based on this, a network visualization of the keywords related to the research theme, which is educational contestation, was obtained as shown in the following figure:

Figure 2. Visualization of Keyword Network in Educational Contestation

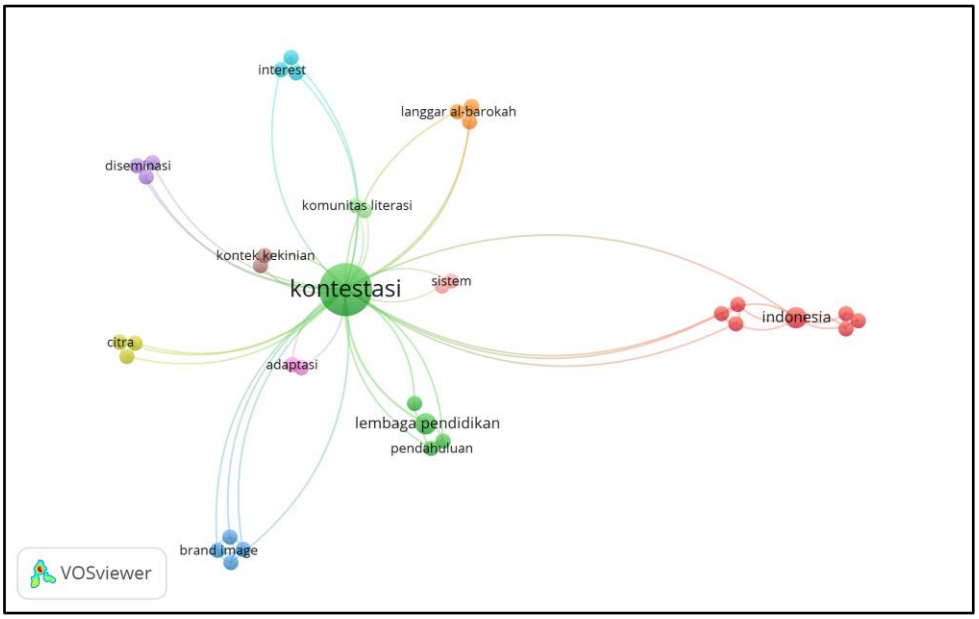


Figure 2 shows the relationship between relevant keywords in the titles and abstracts of similar research studies. From the VOSviewer mapping results above, 11 clusters with 36 keyword items were identified. The clusters are color-coded from 1 to 11 in the following sequence: red, green, blue, yellow, purple, light blue, orange, brown, light purple, pink, and light green.

Cluster 1, represented by the colour red, consists of 7 items: business, content analysis, education, Indonesia, Islamic educational institutions, social media, and strategy. Cluster 2, represented by the colour green, includes 5 items: contestation, educational institutions, marketing, introduction, and strategy. Cluster 3, represented by the color blue, consists of 4 items: brand image, madrasahs, tahfiz, and schools. Cluster 4, represented by the color yellow, includes 3 items: image, management, and public relations. Cluster 5, represented by the colour purple, consists of 3 items: dissemination, religious ideology, and schools-madrasahs.

Cluster 6, represented by the color light blue, includes 3 items: interest, Islamic education, and the New Order (a historical period in Indonesia). Cluster 7, represented by the color orange, consists of 3 items: Langar Barokah, Madura, and Mathlabul Ulum Islamic boarding school. Cluster 8, represented by the color brown, includes 2 items: contemporary context and traditional education. Cluster 9, represented by the color light purple, consists of 2 items: adaptation and Islamic educational institutions. Cluster 10, represented by the colour pink, includes 2 items: formal Ma'had Aly and its system. Finally, Cluster 11, represented by the color light green, consists of 2 items: literacy communication and sectoral.

Based on the analysis of the clusters discussed in the context of educational contestation, it is evident that there are numerous keyword items, totaling 36. This indicates that the topic of contestation has been extensively studied from various sectors. However, the most extensively discussed trend pertains to the strategies employed by educational institutions in facing competition, whether it is competition with the changing times or with other institutions. Additionally, the forms of competition identified in this research include inter-institutional contestation, leadership, discourse discourse, social media, identity, and policy contestation.

2. Contestation Strategies in Indonesian Education

Research findings on the contestation of educational institutions in Indonesia predominantly focus on the strategies employed by educational institutions to confront external challenges, such as competition among educational institutions. These strategies encompass both internal strategies, aimed at improving the institution itself to win the contest, and external strategies, employed to compete with other educational institutions.

a. Internal Contestation Strategies

Internal contestation strategies involve educational institutions' defensive measures in facing other educational institutions. These strategies represent the institution's efforts to enhance its internal capabilities and demonstrate its superiority over other educational institutions. This phase of competition emphasizes self-improvement to create quality advantages amidst the abundance of educational institutions.

To confront the proliferation of educational institutions offering various innovative programs, institutions need to engage in self-improvement, including effective human resource performance management. From planning and development to evaluation, educational human resources must be managed effectively to maximize their roles. This approach enables educational institutions to have a competitive advantage in competing with other institutions (Baharun, 2016).

A competitive advantage must be supported by effective competitive strategies. Educational institutions should continuously develop their institutions and seize opportunities. The development process should be based on the needs of society. Educational institutions need to be highly sensitive to societal needs and the demands of the times. By understanding the social context, institutions can identify gaps or opportunities for developing educational institutions that meet societal expectations and respond to changing times (Bashori, 2017).

Society's desires vary. Educational institutions must be able to cater to these diverse desires. While some members of society may not be concerned about the high cost of education, prioritizing overall quality, including luxurious facilities, comprehensive educational tools, and guaranteed teaching quality, others may find the high costs burdensome and prioritize unique and outstanding features of educational institutions. Therefore, educational institutions must improve themselves and develop their potentials accordingly (Purwanto, 2011).

In the face of global competition, educational institutions must undergo fundamental changes, such as institutional transformations, determining educational processes at all levels, and developing educational programs that meet societal demands (Fahman, 2018). These changes are essential for adapting to global transformations.

b. External Contestation Strategies

External contestation strategies involve strategic efforts by educational institutions to showcase their excellence to the public. These efforts aim to create differentiation among educational institutions. Society may not recognize the strengths of each educational institution without proper promotion. These efforts are often undertaken when institutional improvement is complete, and the institution possesses a competitive advantage that can be marketed to the public.

Distinctiveness that becomes an educational institution's strength must be branded in an appealing manner to attract society to enroll their children (Husin; Saliani; Mardhiyah, Siti; Anisa, Nor;

Saputra, 2020). Uniqueness and excellence should not only be associated with facilities and attractive educational programs but also with the institution's adaptability. For instance, Islamic educational institutions that thrive within predominantly non-Islamic cultures must demonstrate adaptability by adopting an inclusive attitude, which becomes a valuable asset for society (Syarif, 2021).

Competition among educational institutions is not solely about facilities and educational programs; it also concerns the benefits that educational institutions provide to society. One aspect of the competition lies in the contribution of graduates or alumni to society. One way for an educational institution to outperform others is by its ability to provide education that enhances religious understanding within the community (Syafrawi, 2014).

In promoting their programs, educational institutions must be able to develop effective marketing strategies that reach the target audience (Purwanto, 2011). In this regard, market mapping or segmentation should be conducted to ensure that the promotional efforts of the educational institution are aligned with the predetermined target market (H. A. Syukur & Maula, 2021). If the educational institution targets the middle to lower-income population, the promotion should be directed towards areas or regions where the majority of the population falls within that economic bracket.

To carry out effective promotion, educational institutions need to develop a sound marketing strategy. One such strategy is the growth strategy, which involves continuous efforts to improve and develop the institution in line with the needs of the community. By implementing a successful growth strategy, educational institutions can offer various opportunities and attractive offerings to the community (Abrori, 2015).

Additionally, educational institutions should also apply the marketing mix, commonly known as the 4P theory (product, place, price, and promotion) (Rabi'ah, 2022). To attract the attention of the community, educational institutions should design their educational services as appealing products. They should have distinctive flagship services that set them apart from other educational institutions. The location of the institution should be strategic, considering factors such as accessibility and a safe environment. Educational institutions should be situated in easily accessible and secure locations. The cost of education should be aligned with the institution's quality. Once the three elements (product, place, and price) are fulfilled, the institution needs to market its service to the public (Kukuh Wicaksono, 2020).

Promotion is carried out to sell or socialize the institution's established advantages or branding. Examples of educational institution branding include: 1) branding as a provider of subsidized education, 2) branding based on locality and hybrid learning, 3) branding based on integration of knowledge and students' memorization skills, and 4) branding based on students' reading and memorization abilities, as well as their skills in spreading religious teachings (Husin; Saliani; Mardhiyah, Siti; Anisa, Nor; Saputra, 2020).

However, promotion alone is not sufficient; additional approaches are needed to generate interest in the educational institution. One such approach is effective public relations management. Building good relationships with the community is crucial. Collaborations are a form of community engagement that can be used to enhance the quality, image, and communication between the school and the community (Hasan, 2017).

Furthermore, educational institutions need to position themselves within the community. They should be adaptable to their surrounding environment. Adaptation is necessary for the institution to

be felt and recognized within the community. The social values held by the community should also be reflected and practiced by the educational institution. In addition to adaptability, educational institutions should engage in healthy competition with other institutions (Rabi'ah, 2022). Through these efforts, the acceleration of the educational institution can be achieved (Efferi, 2014).

3. Categories of Competition in Educational Institutions in Indoensia

Based on the data from the referenced articles in this study, various forms or categories of competition in the field of education in Indonesia can be identified. These categories include leadership competition (Marhumah, 2011), alumni social competence (Nursyirwan, 2020), institutional branding (Efferi, 2015), (Wafa, 2022), policies (Alam, 2020), (Alfian, 2019), (Khatib, 2016), discourse (Tamrin, 2022), social media (Maemonah et al., 2023), and identity contestation (Saparudin, 2017). Among these categories, no negative contestation has been found.

Competition between educational institutions is a common form of contestation found in the data from the referenced articles in this study. Three articles discuss the competition or rivalry between institutions. One form of competition is the competition in establishing the institutional brand image. For example, educational institutions brand themselves as having a stable service system, dynamic characteristics, or strategic localities (Wafa, 2022).

Institutional competition also occurs between Islamic boarding schools (pondok pesantren) and Islamic study groups (langgar) where one boarding school establishes a langgar in close proximity to an existing one. This competition leads to the older langgar feeling overshadowed, resulting in a complete loss of students (Khatib, 2016). Additionally, there is a shift from a humanistic paradigm to a business-oriented paradigm in education. Educational institutions face institutional competition that prioritizes economic values, treating education as a means to generate profits (Efferi, 2015).

Contestation in leadership is observed in Islamic boarding schools where the dominance of kiai (religious leaders) in leadership is evident, while female pesantren leaders represented by Ibu Nyai (female religious figures) are marginalized. Female pesantren leaders often have limited authority confined to female students, while male students remain under the full responsibility of male kiai. This power imbalance in leadership often leads to contestation, although it may be superficial (Marhumah, 2011).

Contestation not only occurs in institutional quality but also in the competencies of graduates. Society often chooses educational institutions based on their alumni. In the collected data articles, the contestation of alumni that draws public attention focuses on social competence. The research measures how graduates of general and Islamic-based educational institutions contribute to social life and community development. The research suggests that Islamic-based school alumni are more active in social participation (Nursyirwan, 2020).

Another form of contestation is policy-based competition. Throughout the history of education in Indonesia, policy contestation dynamics have occurred between general education and religious education. General education has received clear recognition from the government since its inception, while Islamic educational institutions, such as pondok pesantren, have long struggled to gain official recognition. Only during the early reform era, specifically in 2003, did the government formally issue education policies aimed at equalizing general and Islamic education. Although some inequalities still persist, Islamic education graduates are now recognized by the state (Alam, 2020b). Another policy

that triggers contestation is the implementation of zoning. Educational institutions within the same zone face heightened competition in attracting more students (Alfian, 2019).

Discourse contestation also occurs between educational institutions. The data articles in this study found a competition of literacy discourse in Makassar, where higher education institutions in the southern and northern parts of the city capitalize on the discourse of literacy. The northern sector, encompassing the lower part of Makassar, is characterized by the presence of universities, institutes of technology, and polytechnics. This sector emphasizes social-humanities discourse and is marked by active literary enthusiasts and literary works. On the other hand, the southern sector, comprising the upper part of Makassar, houses several universities, including an Islamic university, a state university, and a Muslim university. This sector fosters discourse related to social sciences and philosophy (Tamrin, 2022).

Media social, there is a discourse contestation in Yogyakarta regarding Islamic concepts on social media, involving three schools: Nahdlatul Ulama Elementary School (SDNU), Muhammadiyah Elementary School, and Integrated Islamic Elementary School (SDIT) Taruna Al-Qur'an Yogyakarta. Each educational institution promotes its own Islamic concept based on its affiliation with various Islamic organizations in Indonesia. This form of contestation is considered positive competition(Maemonah et al., 2023).

Media social in the above example represents identity contestation within each educational institution. Similar contestation occurs in Lombok, where several schools serve as platforms for producing ideological religious identities. Educational institutions affiliated with specific social organizations inevitably generate discourse that aligns with their respective ideological affiliations (Saparudin, 2017).

Conclusion

The research on educational contestation in Indonesia has been conducted in several regions, including Sumenep, Kediri, Bangkalan, Bondowoso, Situbondo, South Kalimantan, Hulu Sungai Utara, Bone, Makassar, Yogyakarta, Lombok, and Samarinda. The research trends in this area cover topics such as educational institution strategies in facing competition and the categories or forms of educational contestation in Indonesia.

The identified contestation strategies in the research include internal and external strategies. Internal strategies involve efforts by educational institutions to improve themselves and win competition against other institutions. On the other hand, external contestation strategies are undertaken by educational institutions to promote and showcase their unique strengths and advantages to the public. The categories or forms of educational contestation in Indonesia encompass contestation between educational institutions, leadership contestation, discourse contestation, alumni competence contestation, contestation of ideological concepts on social media, and identity contestation.

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