

Beyond Rankings: A Critical Pedagogy Perspective on PISA and Educational Reform in Indonesia and Vietnam

[Melampaui Peringkat: Sebuah Perspektif Pedagogi Kritis terhadap PISA dan Reformasi Pendidikan di Indonesia dan Vietnam]

Kurniawati Martha¹, Bertha Natalina Silitonga², Anik Ghufon³

^{1, 2}Universitas Pelita Harapan, ³Universitas Negeri Yogyakarta
kurniawatimartha.2024@student.uny.ac.id, kurniawati.martha@uph.edu,
bertha.silitonga@uph.edu, anikghufon@uny.ac.id

Abstract

The Programme for International Student Assessment (PISA) has become a benchmark for evaluating educational quality worldwide. This study explores whether PISA promotes meaningful improvements or shifts focus toward standardized outcomes, through a comparative analysis of Indonesia and Vietnam. Despite its low GDP, Vietnam consistently achieves high PISA scores, while Indonesia struggles despite substantial reforms. Drawing on Paulo Freire and Henry Giroux's critical pedagogy, this paper critiques test-centered education and emphasizes the need for contextualized, transformative learning. Using literature review and qualitative analysis, this research offers recommendations for aligning educational assessment with broader human development goals.

Keywords: educational reform, PISA, critical pedagogy, comparative analysis, international assessment

Abstrak

Program Penilaian Siswa Internasional (PISA) telah menjadi tolok ukur untuk mengevaluasi kualitas pendidikan di seluruh dunia. Studi ini meneliti apakah PISA mendorong peningkatan yang berarti atau mengalihkan fokus ke hasil yang terstandardisasi, melalui analisis komparatif Indonesia dan Vietnam. Meskipun PDB-nya rendah, Vietnam secara konsisten mencapai skor PISA yang tinggi, sementara Indonesia mengalami kesulitan meskipun ada reformasi substansial. Mengacu pada pedagogi kritis Paulo Freire dan Henry Giroux, makalah ini mengkritik pendidikan yang berpusat pada ujian dan menekankan perlunya pembelajaran yang kontekstual dan transformatif. Dengan menggunakan tinjauan pustaka dan analisis kualitatif, penelitian ini menawarkan rekomendasi untuk menyelaraskan penilaian pendidikan dengan tujuan pembangunan manusia yang lebih luas.

Kata Kunci: reformasi pendidikan, PISA, pedagogi kritis, analisis komparatif, penilaian internasional

Introduction

In the era of globalization, the quality of education has become a critical factor in equipping the younger generation to face the complex challenges of the 21st century. One prominent tool used to evaluate and compare education systems globally is the Programme for International Student Assessment (PISA), organized by the Organisation for Economic Co-operation and Development (OECD). PISA assesses the competencies of 15-year-old students in reading, mathematics, and science to provide insights into the effectiveness of education systems worldwide (OECD, 2022; Sulistyaningrum, 2024).

Indonesia has participated in PISA since 2000 (Hewi & Shaleh, 2020), using the results to evaluate its education system. Despite these efforts, Indonesia has consistently ranked near the bottom in PISA results (Hewi & Shaleh, 2020). In contrast, Vietnam—a lower-income country—has outperformed many wealthier nations., such as the U.S. and the U.K

(Dang et al., 2020) This phenomenon has drawn our interest as authors to conduct: (1) a comparison of how PISA is implemented in both Indonesia and Vietnam, and (2) a critical assessment of PISA implementation in both countries. However, this study does not merely seek to compare technical outcomes or policy implementation. It is rooted in a critical pedagogy framework, drawing on the works of Paulo Freire and Henry A. Giroux. Critical pedagogy views education not as a neutral or technical process, but as a deeply political and moral endeavor. Freire emphasizes that education should cultivate critical consciousness and liberate learners from oppressive structures. Giroux extends this by arguing that education must challenge dominant ideologies, resist market-driven reforms, and empower students to become agents of social transformation (Achmad et al., 2024; Fitramadhana, 2022; Hidayat, 2013; Utami & Alfian, 2017).

Standardized assessments like PISA carry the risk of reducing education to a technocratic pursuit of rankings and measurable outputs. This approach, criticized by Giroux as a positivist culture, prioritizes quantitative results over broader educational values. As a consequence, it tends to overlook essential factors such as cultural context, equity, and the democratic goals of schooling. These limitations raise concerns about whether such assessments truly reflect the complexities of education in diverse societies (Dang et al., 2020; Subkhan, 2016; Teig, 2023; Setyaka, 2024). Education systems that place excessive emphasis on PISA scores risk becoming complicit in neoliberal agendas, thereby marginalizing the holistic and emancipatory aims of education. In light of this concern, this paper poses the following research question: How can a critical pedagogy approach offer an alternative to the dominance of global standards such as PISA in shaping educational policy? Over the past few years, Indonesia's education system has increasingly embraced neoliberal and market-oriented approaches. Policies that prioritize efficiency, competition, and measurable outcomes have come to define educational priorities, often aligning them with global assessment frameworks such as PISA (Pratiwi, 2019; Wuryanto & Abduh, 2022). This shift raises important questions about the extent to which education is drifting away from holistic development toward a narrow focus on test-based performance.

Given this context, this paper explores the impact of PISA implementation on the orientation of education systems in Indonesia and

Vietnam. Specifically, it examines whether the emphasis on standardized assessments has contributed to a shift from broader educational goals to a narrower focus on quantifiable performance (Dang et al., 2020; Subkhan, 2016). Additionally, it considers how critical pedagogy can reframe this discourse to ensure that education remains inclusive, equitable, and aligned with democratic values. To what extent has the implementation of PISA influenced the orientation of education systems in Indonesia and Vietnam, shifting from holistic development toward test-based outcomes, and how can critical pedagogy reframe this discourse?

By critically analyzing the PISA phenomenon through the lens of critical pedagogy, this study aims to offer an alternative vision of education—one that resists reductive standardization and instead foregrounds local context, student agency, and social justice.

Research Method

This study adopts a qualitative interpretive approach grounded in critical educational research (Creswell, 2013; Kincheloe & McLaren, 2011). Literature review was selected as a method to synthesize conceptual and empirical insights across intersecting domains (Boell & Kecmanovic, 2016; Snyder, 2019), and document analysis was conducted through thematic coding (Bowen, 2009; Nowell et al., 2017).

This study approach allows the researcher to interrogate educational practices not merely as technical phenomena but as socially constructed, ideologically influenced, and politically charged processes. The goal is to explore how the implementation of PISA influences educational orientations in Indonesia and Vietnam, and to analyze this influence through the lens of critical pedagogy.

The primary data source in this study is documentary analysis conducted to build a rich and contextualized understanding of PISA's impact across different policies and cultural backgrounds. To ensure the review was comprehensive, a systematic yet flexible process was followed, combining purposeful sampling with iterative refinement. The review included both peer-reviewed and gray literature across five domains:

- **Peer-reviewed journal articles** on PISA implementation and outcomes (Asadullah et al., 2020; Bodewig, 2013; Boman, 2022; Christian et al., 2024; Dang et al., 2020; Dwiningrum, 2024; Hoàng, 2022; Pratiwi, 2019; Safrudiannur, 2022).
- **Government education policy documents** from Indonesia and Vietnam (Menengah, 2024; Pamungkas., 2020; Pusmedik, 2024)
- **Reports from international organizations** (OECD, World Bank, UNESCO) (Bodewig, 2013; Christian Bodewig, 2013; OECD, 2023; Unesco, 2011a, 2011b).
- **Historical and cultural analyses** of education systems (Hewi & Shaleh, 2020; London, 2011; Narahara et al., 2024; Pham, 2022; Wuryanto & Abduh, 2022).
- **Critical theory literatures**, particularly works by Paulo Freire and Henry Giroux. (Achmad et al., 2024; Fitramadhana, 2022; Hidayat, 2013; Subkhan, 2016; Trifonas, 2000; Utami & Alfian, 2017)

The literature search was conducted across multiple academic databases including Scopus, Google Scholar, and ERIC. Search terms included combinations of: “PISA in Indonesia”, “Vietnam education PISA”, “critical pedagogy and assessment”, “Freire education policy”, and “Giroux neoliberalism in education”. Gray literature such as government white papers and institutional reports were accessed through official ministry portals and the OECD/World Bank databases.

The following inclusion criteria were applied:

- Publications between 2010–2024, with few exceptions for foundational theoretical works.
- Relevance to one or more of the three analytic themes (see below).
- Conceptual alignment with critical or comparative perspectives on education.
- English or Bahasa Indonesia language.

A total of 50 documents were selected after initial screening and full-text review. Sources were catalogued and categorized using Mendeley reference management software to facilitate thematic coding.

Documents were examined based on their relevance to three main themes: PISA Implementation and Government Response,

Comparative Summary: Indonesia vs. Vietnam, and Theoretical Perspectives on Critical Pedagogy.

Thematic analysis did not aim to summarize all available literature exhaustively. Instead, it looked more closely at key stories and issues that come up when global assessments like PISA interact with national education policies. The process was flexible and reflective, involving a constant moving back and forward between gathering information and making sense of it over time (Nowell et al., 2017).

Special attention was given to detecting underlying ideologies, policy rationalities, and silences in the discourse, in line with the commitments of critical pedagogy. The analysis was guided by Freire's and Giroux's principles, particularly the notions of:

- Hidden curriculum and power structures.
- Neoliberalism and the marketization of education.
- The role of education in social transformation and human liberation.

Throughout the research process, critical awareness of the researcher's perspective and its influence on analysis is consistently maintained to ensure that interpretations not only account for the local social and cultural context but also avoid the uncritical application of external value systems.

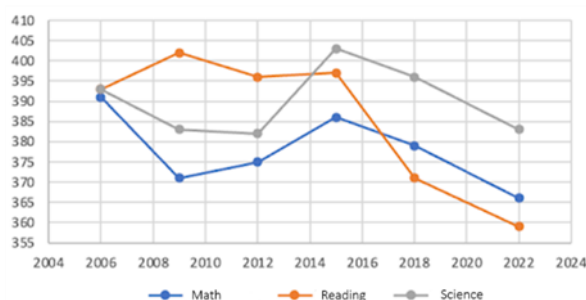
PISA Implementation and Government Response

Indonesia: Alignment through Reform, Yet Lagging Behind

Indonesia's educational reforms aim to align with international standards, particularly PISA, through policy adjustments, curriculum changes, and standardized assessments. However, this alignment often emphasizes compliance rather than meaningful improvements in educational quality. Despite efforts to enhance teacher training and evaluation systems, national education outcomes continue to lag behind. A more balanced approach would integrate global benchmarks while addressing local socio-cultural contexts, ensuring that reforms contribute to substantive learning rather than merely optimizing test performance. Incorporating participatory and context-sensitive strategies in policy-making could facilitate a more sustainable and impactful transformation.

Since participating in the PISA assessments beginning in 2000, the Indonesian government has initiated various policy responses aimed at improving student performance (Pusmedik, 2024). These include reformulating national evaluations (e.g., replacing the National Examination with the Minimum Competency Assessment), transforming school leadership, enhancing teacher education, and developing a more flexible, competency-based curriculum supported by digital learning tools (Pamungkas., 2020). Additionally, education budget allocations have consistently met the constitutional mandate of 20% of the national budget (Menengah, 2024).

Despite these efforts, Indonesia's PISA scores have remained stagnant and among the lowest in the ASEAN region (Teig, 2023).

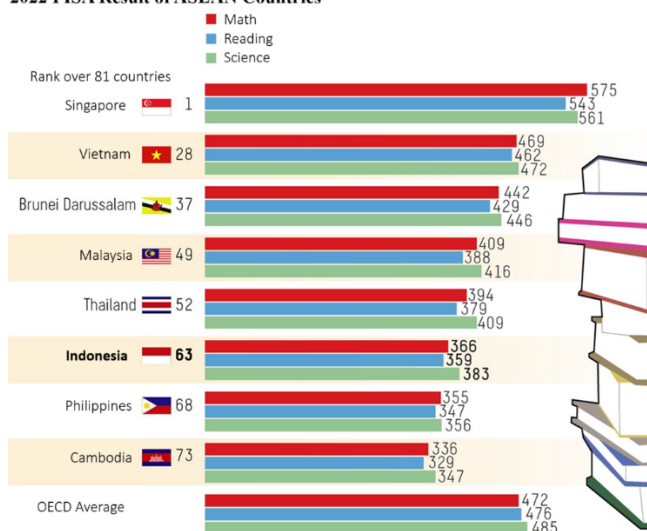


Source: (Paramesti et al., 2024)

Figure 1. Indonesia's PISA result trends 2006-2022

The ongoing educational reforms in Indonesia raise concerns about their effectiveness and direction, as they prioritize achieving international benchmarks, such as PISA scores, over the development of a holistic and locally relevant education system. This approach calls into question the extent to which these reforms genuinely enhance the overall quality of education for Indonesian students.

2022 PISA Result of ASEAN Countries



Source: (Teig, 2023)

Figure 2. 2022 PISA Result of ASEAN Countries

Moreover, these policy efforts are often top-down and driven by external standards, rather than rooted in participatory or context-sensitive approaches (Safrudiannur, 2022). An excessive reliance on global comparisons, such as PISA, risks reducing a nation's educational vision to mere reactive compliance rather than fostering proactive transformation. (Subkhan, 2016). The lack of deep integration between national philosophical values and assessment-driven reforms leads to superficial changes that may not address structural educational issues such as inequality, teacher autonomy, or socio-cultural diversity in the classroom (Subkhan, 2016).

Vietnam: Strategic Investment and Cultural Capital

Vietnam's success in education is deeply influenced by its cultural capital, which fosters a strong societal emphasis on academic achievement, discipline, and familial support for learning (Hoàng, 2022; Paramesti et al., 2024; Parandekar & Sedmik, 2016; Pham, 2022). This cultural foundation aligns with the country's strategic investment in education, enabling policies that prioritize teacher training, STEM development, and rigorous curriculum reforms (Bodewig, 2013; Lê, 2024). By leveraging these cultural assets, Vietnam has effectively strengthened student performance, particularly in international assessments like PISA. However, while these investments enhance

measurable outcomes, ensuring that reforms remain context-sensitive and responsive to broader educational needs beyond standardized testing is essential for long-term sustainability.

Vietnam, despite entering PISA only in 2012, has consistently achieved high performance despite its relatively low GDP (Nguyen & Tran, 2020). The Vietnamese government has made significant investments in education infrastructure, teacher training, and full-day schooling. Vietnam's strong cultural regard for education, influenced by Confucian values, also reinforces positive student and teacher attitudes toward learning (Hoàng, 2022). With more than 20% of its state budget allocated to education Vietnam demonstrates a coordinated and systemic commitment to foundational learning (Lê, 2024).

Vietnam's impressive PISA performance has drawn criticism regarding practices that may distort assessment results, including the exclusion of underperforming students from the sample and extensive test preparation designed to align with PISA formats. (Dang et al., 2020; Parandekar & Sedmik, 2016) These strategies raise concerns about equity and whether reported outcomes truly reflect overall learning quality. While Vietnam's centralized education system and strong societal emphasis on academic success have fostered a culture of accountability, they have also intensified pressures on students, leading to widespread private tutoring and high-stakes testing environments. Beyond standardized achievements, Vietnam's education model presents challenges related to student well-being and long-term sustainability. As scholars have noted, the country's success in international rankings has come at the cost of mental strain, narrow curricular focus, and limited attention to broader educational experiences (Boman, 2022; Schleicher, 2015). These hidden costs must be considered when evaluating the replicability of Vietnam's strategies, particularly for other developing nations aiming to balance performance-driven reforms with holistic educational development.

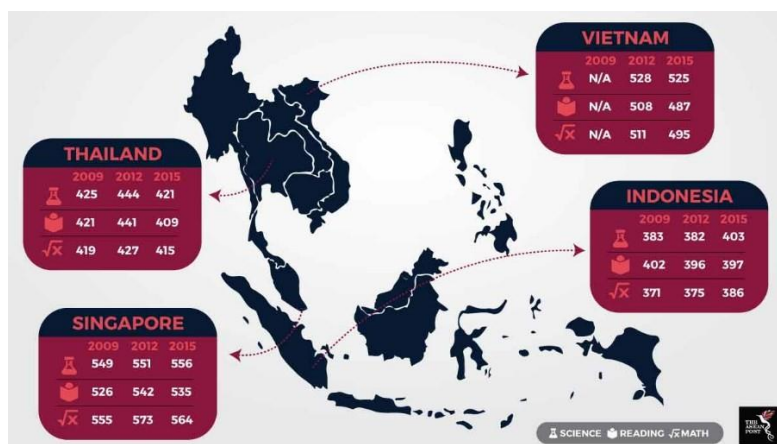


Image source: (S. Khidhir, 2018)

Figure 3. Indonesia and Vietnam PISA Score Results 2009 - 2015

Comparative Summary: Indonesia vs Vietnam

While PISA is designed to assess critical thinking and problem-solving, the pressure to perform well often leads governments to focus on surface-level test readiness rather than deep pedagogical reform (Dang et al., 2020; Setyaka, 2024). In both Indonesia and Vietnam, the integration of PISA-oriented content into national curricula has emphasized Higher-Order Thinking Skills (HOTS) and literacy as measurable competencies (Pratiwi, 2024; Wuryanto & Abduh, 2022).

In Indonesia, curriculum adjustments and teacher training programs have centered on producing students who can respond effectively to PISA-style questions (Astuti, 2018). However, this orientation may reduce education to a technocratic exercise, overshadowing values such as creativity, critical citizenship, and cultural identity. Similarly, in Vietnam, students spend considerable time on supplementary tutoring and test preparation, up to 17 hours per week on average, raising concerns about academic pressure and the narrowing of learning objectives (Asadullah et al., 2020). The term "narrowing of learning objectives" refers to the increasing emphasis on standardized test performance, which prioritizes measurable academic outcomes over broader educational goals, potentially limiting students' intellectual and personal development.

These findings reflect what Giroux critiques as the influence of neoliberal educational logic, where the value of learning is reduced to its utility in international rankings and economic competitiveness (Hidayat, 2013). The focus on quantifiable outcomes can obscure broader questions about what it means to be an educated and socially conscious citizen.

Moreover, recent studies question the assumption that high PISA scores correlate with long-term societal progress, suggesting that PISA assessments and rankings may influence school curricula and learning activities. Vietnam prepares for PISA by practicing and reviewing PISA-related questions (Dang et al., 2020), while similar practices are also observed in Indonesia, such as at a junior high school in Sleman, where efforts are made to prepare students for the assessment (Wuryanto & Abduh, 2022). A longitudinal study by Szécsi & Szunomár found that PISA scores do not directly predict economic growth in East Asian countries, highlighting that standardized cognitive skills may not be the key drivers of national development (Szécsi & Szunomár, 2024). This calls for a reassessment of how success is defined in education, urging policymakers to look beyond assessment data and toward broader indicators of well-being, creativity, and civic participation.

Table 1. Comparison of PISA Implementation

Aspect	Vietnam	Indonesia
Grade level at age 15	Majority in Grade 10	Mostly in Grade 9 (TEMPO, 2023)
Educational culture	Confucian discipline, teacher respect	Diverse, often exam-oriented (Schleicher, 2015)
Teacher status	High social standing	Improving, but varies (Paramesti et al., 2024).
PISA preparation	Intensive, including test drills	Moderate and uneven (Dang et al., 2020)
Budget allocation	>20% of state budget (Lê, 2024)	Similar, but less effectively distributed (Menengah, 2024).

Theoretical Perspectives on Critical Pedagogy

Through the lens of critical pedagogy, as articulated by Freire and Giroux, education must be understood as a political and moral act aimed at emancipation and social transformation (Fitramadhana, 2022; Hidayat,

2013; Trifonas, 2000). The dominance of PISA as a global benchmark risks shifting the purpose of schooling toward conformity with market-driven priorities, undermining national identity and educational justice.

Giroux's critique of positivism and the hidden curriculum warns against over-reliance on standardized tests that marginalize local context and student voice (Trifonas, 2000). In both Indonesia and Vietnam, the pursuit of high PISA scores may inadvertently reinforce social inequalities, particularly in under-resourced schools that lack the capacity to implement test-focused reforms (Subkhan, 2016).

This concern is amplified by the potential for international assessments like PISA to influence national curriculum design in ways that are incompatible with the local philosophy of education. Education reforms that are excessively focused on test outcomes risk leading to the dehumanization of learning, stripping away its core purpose as a holistic process of human development. By prioritizing standardized assessments over critical thinking, creativity, and character formation, such approaches reduce education to a mechanistic system that measures performance rather than fostering intellectual and moral growth (Pratiwi et al., 2019). A critical pedagogical alternative would position learners not as passive recipients of content, but as co-constructors of knowledge who are deeply engaged with their community and context.

In this light, critical pedagogy offers a powerful lens for rethinking Indonesia's and Vietnam's engagement with global education standards. Rather than mimicking high-performing countries, these nations could build education models that emphasize equity, critical literacy, and democratic participation (Wattimena, 2018). Such an approach would not only honor their unique cultural and historical contexts but also provide a more meaningful response to the challenges of globalization.

Implications for Indonesia

Indonesia's participation in international assessments such as PISA has provided valuable comparative data on student performance, yet the country must avoid treating such assessments as rigid standards dictating educational direction. Instead, PISA results should be used diagnostically, serving as a mirror to identify systemic gaps, such as disparities in learning outcomes, inadequate teacher training, and curriculum misalignment with cognitive skill development (Subkhan, 2016; Wuryanto & Abduh, 2022). These insights can contribute to the

development of education policies that better align with Indonesia's unique conditions, such as its vast geographical diversity, where thousands of islands make equitable access to quality education challenging, particularly in remote areas. Additionally, socioeconomic disparities significantly affect students' learning opportunities, as children from low-income families often face limitations in resources and school infrastructure. These factors should be carefully considered to ensure that PISA does not become a rigid standard dictating the direction of education policy. Crucially, curriculum reform must be grounded in Indonesia's own philosophical, ideological, and socio-cultural values. While critical thinking and problem-solving are widely recognized as fundamental educational skills, their implementation should be adapted to local contexts, considering linguistic diversity and indigenous knowledge systems (Subkhan, 2016). For example, the subak system in Bali teaches the principles of sustainability in water management and agriculture. This illustrates how education can be integrated with local wisdom within the curriculum. A curriculum shaped solely by international test formats risks marginalizing students from rural or under-resourced communities and may contribute to a growing equity gap.

To balance performance measurement with meaningful learning, authentic assessments that value creativity, empathy, collaboration, and contextual problem-solving should be promoted alongside standardized tests. These assessments better capture the full spectrum of student development and align more closely with the broader goals of education as articulated in national frameworks such as the Pancasila values and Ki Hadjar Dewantara's educational philosophy (Pratiwi et al., 2019).

Moreover, policymakers must acknowledge the risks of benchmarking Indonesia against high-performing countries without first addressing fundamental issues of capacity, infrastructure, and teacher support. As critiques of Vietnam's PISA implementation have shown, over-reliance on international rankings can lead to unintended practices such as selective participation and superficial test preparation, which compromise the integrity of educational reform (Dang et al., 2020).

In addition to PISA, Indonesia should leverage other international assessment tools such as TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study) to gain a more holistic understanding of student achievement

(College, 2015; Mullis et al., 2011; Sulistyaningrum, 2024). Unlike PISA, which emphasizes 15-year-olds, TIMSS and PIRLS assess younger students and incorporate contextual factors such as home environment, curriculum content, and instructional practices (Wuryanto & Abduh, 2022). These programs can provide a complementary perspective and inform policy grounded in student development trajectories across educational stages.

Ultimately, education reform in Indonesia must not be dictated by external benchmarks alone. Educational reform should be informed by research that is both comprehensive and context-sensitive, while upholding national identity, social justice, and democratic principles. (Subkhan, 2016; Setyaka, 2024). International assessments can serve as useful tools, but they must not replace the foundational vision of Indonesian education: to foster empowered, critically conscious citizens capable of shaping a just and pluralistic society.

Conclusion

The findings of this study reveal that both Indonesia and Vietnam have allowed international assessments like PISA to significantly influence their educational directions. In striving to meet global standards, both countries have experienced a narrowing of educational goals, shifting focus from holistic development to test performance. This reorientation has, to varying extents, diminished student agency, restricted teacher autonomy, and weakened the connection between learning and local cultural contexts.

For Indonesia and Vietnam, the challenge ahead is to balance global standards with national identity and local wisdom. Educational reform must be anchored in the lived realities of students and communities, drawing strength from cultural values, social context, and democratic aspirations. Only by re-centering education on its human and transformative purpose can these nations resist the pressures of standardization and ensure that schools become spaces of empowerment rather than instruments of compliance.

PISA can and should serve as a valuable diagnostic tool, a means to identify gaps, evaluate system-wide effectiveness, and promote international dialogue. However, when used as a high-stakes benchmark,

it can distort policy priorities and reduce students to test scores. Drawing from critical pedagogy, this paper underscores that the purpose of education is not simply to produce high-performing test-takers, but to nurture critical thinkers, learners who are reflective, creative, socially conscious, and capable of shaping a more just society.

In the Indonesian context, this presents both a challenge and an opportunity. Rather than adopting PISA as a prescriptive model, Indonesia should use its data diagnostically, to identify gaps, reflect on system-level inequities, and inform reforms that are rooted in local needs and cultural identity. Educational success must be defined not only by measurable outputs but by the development of thoughtful, empathetic, and critically aware learners. Ultimately, critical pedagogy provides a powerful lens for reimagining education, not as a tool for compliance, but as a space for empowerment. It calls for a system that nurtures creativity, fosters dialogue, promotes justice, and prepares students to become active participants in their society.

REFERENCES

- Asadullah, M. N., Perera, L. D., & Xiao, S. (2020). Vietnam's extraordinary performance in the PISA assessment: A cultural explanation of an education paradox. *IZA (Institute of Labor Economics)*, 42(5), 913–932. <https://doi.org/10.1016/j.jpolmod.2020.02.007>
- Bodewig, C. (2013). *What explains Vietnam's stunning performance in PISA 2012?* East Asia & Pacific on the Rise. <https://blogs.worldbank.org/en/eastasiapacific/what-explains-vietnam-s-stunning-performance-pisa-2012>
- Bodewig, Christian. (2013). *What explains Vietnam's stunning performance in PISA 2012?* World Bank. <https://blogs.worldbank.org/en/eastasiapacific/what-explains-vietnam-s-stunning-performance-pisa-2012>
- Boell, S. K., & Kecmanovic, D. C. (2016). Formulating research methods for information systems: Volume 2. In L. O. Willcocks, C. Sauer, & M. C. Lacity (Eds.), *Formulating Research Methods for Information Systems: Volume 2* (Issue July, pp. 1–357). Palgrave Macmillan. <https://doi.org/10.1057/9781137509888>
- Boman, B. (2022). Vietnam's exceptional educational achievement: a thematic review of the emerging literature. *Discover Education*, 1(1).

- <https://doi.org/10.1007/s44217-022-00014-x>
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. doi:10.3316/qrj0902027
- Christian, N., Derista, F., & Frederica, V. (2024). Analisis Perbandingan Pengaruh Sosial, Ekonomi, dan Politik terhadap Perekonomian Indonesia dan Vietnam. *SEIKO : Journal of Management & Business*, 7(1), 1198–1219.
- College, B. (2015). *Use and Impact of TIMSS*. IEA TIMSS & PIRLS. <https://timssandpirls.bc.edu/timss2015/encyclopedia/countries/indonesia/use-and-impact-of-timss/>
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (3rd ed.). SAGE Publications.
- D. Achmad, D. Siswoyo, & L. Purwastuti, R. (2024). *Pendidikan Dalam Perspektif Filosofis* (S. Amalia (ed.); 1st ed.). UNY PRESS.
- Dang, H. A., Glewwe, P., Lee, J., & Vu, K. (2020). What Explains Vietnam's Exceptional Performance in Education Relative to Other Countries? Analysis of the 2012, 2015, and 2018 PISA Data. *RISE (Research on Improving Systems of Education)*, 20/036(March). <https://doi.org/10.1016/j.econedurev.2023.102434>
- Dwiningrum, I. A. (2024). *Persekolahan Perkembangan Pendidikan: Perspektif Teori dan Praktik* (1st ed.). UNY PRESS.
- Fitramadhana, R. (2022). Pemikiran Pedagogi Kritis Henry Giroux. *Jurnal Pemikiran Sosiologi*, 9(1), 84. <https://doi.org/10.22146/jps.v9i1.72188>
- Hewi, L., & Shaleh, M. (2020). Refleksi Hasil PISA (The Programme For International Student Assesment): Upaya Perbaikan Bertumpu Pada Pendidikan Anak Usia Dini). *Jurnal Golden Age*, 4(01), 30–41. <https://doi.org/10.29408/jga.v4i01.2018>
- Hidayat, R. (2013). *Pedagogi Kritis: Sejarah, Perkembangan dan Pemikiran* (1st ed.). PT RAJAGRAFINDO PERSADA.
- Hoàng, T. N. (2022). *Vietnamese Education in the Era of Globalization: Looking Through Wolhuter's Frameworks*. 43, 97–120. <https://doi.org/10.1108/s1479-36792022000043b006>
- I. Pratiwi. (2024). *Pengaruh PISA dalam Perubahan Kurikulum Pendidikan Indonesia*. Pusat Penelitian Kebijakan Pendidikan Dan Kebudayaan Badan Penelitian Dan Pengembangan, Kementerian Pendidikan Dan Kebudayaan. <https://jendela.kemdikbud.go.id/v2/kajian/detail/pengaruh-pisa-dalam-perubahan-kurikulum-pendidikan-indonesia>

- I.Astuti. (2018). *Mendikbud: Indonesia Perlu Belajar dari Vietnam dalam Meningkatkan Skor PISA*. Media Indonesia. <https://mediaindonesia.com/humaniora/173598/mendikbud-indonesia-perlu-belajar-dari-vietnam-dalam-meningkatkan-skor-pisa?form=MG0AV3>
- Kincheloe, J. L., & McLaren, P. (2011). *Rethinking critical theory and qualitative research*. In Denzin & Lincoln (Eds.), *The SAGE Handbook of Qualitative Research* (4th ed.). SAGE.
- Lê, N. (2024). *Ngân sách nhà nước chi 306.128 tỷ đồng cho giáo dục, đào tạo*. Tài Chính - Chứng Khoán. <https://baodautu.vn/ngan-sach-nha-nuoc-chi-306128-ty-dong-cho-giao-duc-dao-tao-d227333.html>
- London, J. D. (2011). Education in Vietnam: Development History, Challenges and Solutions. *Education in Vietnam, April*, 1–341. <https://doi.org/10.4324/9781003298700>
- Menengah, K. P. D. (2024). *Kemendikbudristek dan DPR RI Gelar Diskusi Soroti Kebijakan Anggaran Pendidikan*. Kementerian Pendidikan Dasar Dan Menengah. <https://www.kemdikbud.go.id/main/blog/2024/09/kemendikbudristek-dan-dpr-ri-gelar-diskusi-soroti-kebijakan-anggaran-pendidikan>
- Mullis, I. V. S., Martin, M. O., Ruddock, G. J., Sullivan, C. Y. O., & Preuschoff, C. (2011). *TIMSS 2011 Assessment Frameworks*.
- Narahara, S., Prakoso, L. Y., & Alam, T. M. (2024). Vietnam War: A Study of History, Causes, and Impact. *Indonesian Journal of Interdisciplinary Research in Science and Technology*, 2(3), 333–348. <https://doi.org/10.55927/marcopolo.v2i3.8457>
- Nguyen, H. L., & Tran, D. H. (2020). Saline soils and crop production in coastal zones of vietnam: Features, strategies for amelioration and management. *Pakistan Journal of Botany*, 52(4), 1327–1333. [https://doi.org/10.30848/PJB2020-4\(18\)](https://doi.org/10.30848/PJB2020-4(18))
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1), 1–13. <https://doi.org/10.1177/1609406917733847>
- OECD. (2022). *Programme for International Student Assessment (PISA)*. <https://www.oecd.org/en/about/programmes/pisa.html>
- OECD. (2023). *PISA 2022 Results (Volume I and II) - Country Notes: Viet Nam: Vols. I & II (Issue Volume IV)*. https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes_ed6fbcc5-en/viet-nam_a727c3a8-en.html

- Pamungkas, M. (2020). *Gov't Formulates Strategies to Improve PISA Scores*. Cabinet Secretariat of The Republic of The Indonesia. <https://setkab.go.id/en/govt-formulates-strategies-to-improve-pisa-scores/>
- Paramesti, A. L., Zefanya, Jeremy Nathanael Berliani, B., & Ramadhani, D. N. (2024). *Nilai PISA Rendah, Ekonomi Susah: Hubungan Kualitas Pendidikan terhadap Pertumbuhan Ekonomi*. HIMIESPA. <https://himiespa.feb.ugm.ac.id/nilai-pisa-rendah-ekonomi-susah-hubungan-kualitas-pendidikan-terhadap-pertumbuhan-ekonomi/>
- Parandekar, S. D., & Sedmik, E. K. (2016). Unraveling a Secret: Vietnam's Outstanding Performance on the PISA test. *Unraveling a Secret: Vietnam's Outstanding Performance on the PISA Test, April*. <https://doi.org/10.1596/1813-9450-7630>
- Pham, K. T. (2022). Ho Chi Minh's Educational Philosophy And Its Meaning In Educational Innovation In Vietnam Today. *Aufklarung*, 9(1), 77–92.
- Pratiwi, I. (2019). Efek Program Pisa Terhadap Kurikulum Di Indonesia. *Jurnal Pendidikan Dan Kebudayaan*, 4(1), 51–71. <https://doi.org/10.24832/jpnk.v4i1.1157>
- Pratiwi, S. N., Cari, C., & Aminah, N. S. (2019). Pembelajaran IPA abad 21 dengan literasi sains siswa. *Jurnal Materi Dan Pembelajaran ...*, 9, 34–42. <https://jurnal.uns.ac.id/jmpf/article/view/31612%0Ahttps://jurnal.uns.ac.id/jmpf/article/download/31612/21184>
- Pusmedik. (2024). *PISA di Indonesia*. <https://pisa2025.id/pisa-di-indonesia>
- S. Khidhir. (2018). *How will Indonesia fare in PISA 2018?* The Asean Post. <https://theaseanpost.com/article/how-will-indonesia-fare-pisa-2018-0>
- Safrudiannur. (2022). The Comparison of Mathematical Contents in Curricula and Mathematical Contents in Pisa Problems. *Jurnal Pembelajaran Dan Matematika Sigma (JPMS)*, 8(2), 73–81.
- Schleicher, A. (2015). *Resep sukses pendidikan Vietnam*. BBC News Indonesia. https://www.bbc.com/indonesia/majalah/2015/06/150618_majalah_pendidikan_vietnam
- Setyaka, V., (2024). *Ketika Indonesia Bergabung dengan OECD*. HI.ID (Hubungan Internasional Indonesia). <https://www.hubunganinternasional.id/main/blog/110?title=Ketika>

a+Indonesia+Bergabung+dengan+OECD

- Snyder, H. (2019). Literature review as a research methodology : An overview and guidelines. *Journal of Business Research*, 104(July), 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Subkhan, E. (2016). *Pendidikan Kritis: Kritik Atas Praksis Neo-Liberalisasi dan Standarisasi Pendidikan* (Nurhid (ed.); I). AR-RUZZ MEDIA.
- Sulistyaningrum, D. (2024). Intended Publication: Journal's Of Exploring Educational Competencies: A Comparative Analysis Of PISA And PIRLS Studies. *International Journal of Science, Technology & Management*, 5(2), 395–404.
- Szécsi, D., & Szunomár, Á. (2024). PISA score as an inappropriate measure for growth? Empirical evidence from East Asia. *Society and Economy*, 46(3), 305–321. <https://doi.org/10.1556/204.2024.00004>
- Teig, N. (2023). Membandingkan Realitas PISA 2022 dan Interpretasi Pemerintah. *Kompas.Id*. <https://www.kompas.id/baca/opini/2023/12/27/hasil-pisa-2022-membandingkan-realitas-dan-interpretasi-pemerintah>
- TEMPO. (2023). *Kemendikbud Sebut Angka Partisipasi Sekolah di Indonesia Sudah Baik, Begini Rinciannya*. TEMPO. <https://www.tempo.co/politik/kemendikbud-sebut-angka-partisipasi-sekolah-di-indonesia-sudah-baik-begini-rinciannya-115443>
- Trifonas. (2000). *Revolutionary Pedagogies: Cultural Politics, Instituting Education, and the Discourse of Theory* (Vol. 42, Issue 3). RoutledgeFalmer. <https://doi.org/10.1177/0002764298042003023>
- Unesco. (2011a). *World Data on EducationDonnées mondiales de l'éducationDatos Mundiales de Educación (Indonesia)*. Unesdoc Digital Library. <https://unesdoc.unesco.org/ark:/48223/pf0000193181?posInSet=1&queryId=298039a2-4080-4fc3-8771-3d3bc088afe1>
- Unesco. (2011b). *World Data on EducationDonnées mondiales de l'éducationDatos Mundiales de Educación (Vietnam)*. Unesdoc Digital Library. <https://unesdoc.unesco.org/ark:/48223/pf0000193193?posInSet=14&queryId=09809f93-f6f6-4c0b-ac31-2358e4baa711>
- Utami, I., Alfian, A. (2017). Konsep Critical Pedagogy Henry A. Giroux. *Jurnal Pendidikan Kewarganegaraan*, 4(2). <https://doi.org/10.1080/1047621970090101>
- Wattimena, R. A. A. (2018). *Pedagogi Kritis: Pemikiran Henry Giroux*

Tentang Pendidikan dan Relevansinya untuk Indonesia. *Jurnal Filsafat*, 28(2), 180–100. <https://doi.org/10.22146/jf.34714>

Wuryanto, H., & Abduh, M. (2022). *Mengkaji Kembali Hasil PISA sebagai Pendekatan Inovasi Pembelajaran untuk Peningkatan Kompetensi Literasi dan Numerasi*. Direktorat Guru Pendidikan Dasar. <https://gurudikdas.kemdikbud.go.id/news/mengkaji-kembali-hasil-pisa-sebagai-pendekatan-inovasi-pembelajaran--untuk-peningkatan-kompetensi-li>