



The Curriculum and Educational Politics

Ulul Azmi^{1*}, Mahdi², Muhammad Zuhdi³, Abdul Rozak

Syarif Hidayatullah State Islamic University^{1,3,4}

Pakuan University²

azmy.ulul19@gmail.com¹, thcmahdi@gmail.com², zuhdi@uinjkt.ac.id³, rozak@uinjkt.ac.id⁴

Abstract

This study aims to describe the curriculum and education politics, the goals and functions of education politics, political and educational relations, state control over education, and a sketch of education politics in Indonesia. This study uses the literature study method, based on references from sources related to the research theme used as a reference. The results of this study indicate that the curriculum is the main part of education. Education and politics are two important elements in the socio-political system in every country, both work hand in hand in the process of forming the characteristics of society in a country. State control over education is carried out in four ways, namely: first, the education system is regulated legally; second, the education system is run as a bureaucracy, emphasizing adherence to rules and objectivity; third, implementation of compulsory education; fourth, political and economic reproduction that takes place in educational institutions in a particular political context. The sketches in Indonesian education are divided into 6 periods starting from the beginning or prehistory to the present. In addition, all policies related to education issued by the government are products of educational politics. On the other hand, the government is also obliged to ensure that all people get proper education, so that it hopes to produce quality human resources and can contribute to the interests of the nation and state.

Key Word: Curriculum, Education, Educational Politics.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan tentang kurikulum dan politik pendidikan, tujuan dan fungsi politik pendidikan, hubungan politik dan pendidikan, kontrol negara terhadap pendidikan, dan sketsa politik pendidikan di Indonesia. Penelitian ini menggunakan metode studi literatur; berdasarkan referensi dari sumber-sumber yang berkaitan dengan tema penelitian yang dijadikan sebagai rujukan. Hasil penelitian ini menunjukkan kurikulum merupakan bagian utama dari pendidikan. Pendidikan dan politik adalah dua elemen penting dalam sistem sosial politik disetiap Negara, keduanya bahu membahu dalam proses pembentukan karakteristik masyarakat disuatu Negara. Kontrol negara terhadap pendidikan dilakukan melalui empat cara, yaitu: pertama, sistem pendidikan diatur secara legal; kedua, sistem pendidikan

dijalankan sebagai birokrasi, menekankan ketaatan pada aturan dan obyektivitas; ketiga, penerapan wajib pendidikan; keempat, reproduksi politik dan ekonomi yang berlangsung dilembaga pendidikan dalam konteks politik tertentu. Adapun sketsa dalam pendidikan indonesia terbagi menjadi 6 periode dimulai saat awal atau prasejarah sampai dengan saat ini. Selain itu, seluruh kebijakan terkait dengan pendidikan yang dikeluarkan oleh pemerintah merupakan produk politik pendidikan. Disisi lain, pemerintah juga berkewajiban untuk menjamin seluruh masyarakat untuk mendapatkan pendidikan yang layak, sehingga harapannya menghasilkan sumber daya manusia yang berkualitas dan dapat berkontribusi untuk kepentingan bangsa dan negara.

Kata Kunci: *Kurikulum, Pendidikan, Politik Pendidikan*

INTRODUCTION

In essence, education is a conscious effort undertaken as a process and endeavor to empower humans in order to create a useful and dignified generation. In practice, despite the noble ideals outlined above, educational institutions face a number of challenges that must be addressed. This is inseparable from the synergy and strategies developed as a framework or foundation for education. Therefore, it is also important to understand the extent of government policy on education. Educational politics is the use of power to enforce government policies so that they can be implemented in educational policy. Then, educational policy is monitored and evaluated to determine its level of success and effectiveness. Evaluation of educational politics can be defined as the activity of reviewing various policy performance by considering the objectives of educational policy and its impact on a problem. The implementation of educational policy is the result of the use of power to enforce educational policy, which can be either hard or soft. Educational politics can be categorized as hard if it involves (physical) force to enforce the implementation of a policy decision. Conversely, soft educational politics emphasizes the subtle implementation of power (subtly power) through strategy.

Educational politics is the study of the relationship between the process of the emergence of various educational goals and the methods of their delivery. This study focuses more on the forces that drive the means of achieving educational goals and how and where those means are directed. The study of educational politics concentrates on the role of the state in the field of education, thereby better explaining the assumptions and intentions of various strategies for educational change in a society. The study of

educational politics can provide a better understanding of the relationship between the various political needs of the state and practical issues of everyday life in schools; about class consciousness; and about the various forms of domination and subordination that are being constructed through education.

The educational world's response to changing times is to develop the curriculum. This is one of the reasons why the curriculum is periodically updated to emphasize aspects of substance deemed superior and strives to make breakthroughs by minimizing deficiencies or weaknesses, while maximizing and implementing continuous improvements. The purpose of this study is to describe the meaning of curriculum and educational politics, describe the goals and functions of educational politics, describe the relationship between politics and education, describe state control over education, and describe a sketch of educational politics in Indonesia.

RESEARCH METHODS

This type of research is a literature study. Zed, in Kartiningsih's (2015) research, stated that the literature study method is a series of activities related to library data collection methods, reading and recording, and managing research materials. Kartiningsih added that literature studies are conducted by every researcher with the main goal of finding a basis/foundation to obtain and build a theoretical basis, a framework for thinking, and determining temporary assumptions, also known as research hypotheses. This allows researchers to group, allocate, organize, and use a variety of literature in their fields. Meanwhile, the population in this study is literature related to curriculum and organizational politics.

RESULTS AND DISCUSSION

Understanding Curriculum and Educational Politics

Law Number 20 of 2003 concerning the National Education System states that the curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as methods used as guidelines for organizing learning activities to achieve certain educational goals.

Educational policy is a consistent attitude in directing social control, both in terms of knowing the goals and methods of the education system. Educational policy is all

government policies of a country in the field of education, in the form of laws and other regulations to organize education to achieve the country's goals (Husni Rahim, 2005).

Another opinion is that educational policy is all government policies in the field of education, in the form of laws and regulations or other means to organize education to achieve national goals. However, in general, society still believes that the world of education must be separate or must be separated from the world of politics. The two cannot be mixed together because the world of education requires professional services that must be ongoing and not biased towards certain interest groups, but for all (Wirt and Kirst, 1982). Meanwhile, the world of politics is more concerned with constituents (groups). Political platforms can change if the regime also changes. However, the world of education requires sustainable professional services in the long term, and if the world of education and the world of politics are feared to cause distortions in the implementation of education.

Educational policy is a key component of the national education journey. With a clear educational policy, the educational concepts that are developed and achieved will be based on a sound, robust, and solid conceptual framework. This will create an enlightening educational system that can produce quality educational products that are both intellectually and socially accountable. For the government, as the holder of educational policy, educational policy will create a more civilized and enlightened educational policy.

The Goals and Functions of Educational Policy

The goal of education policy is to identify and standardize the quality of national education in Indonesia. National education standards are the minimum criteria for the education system throughout the jurisdiction of the Unitary State of the Republic of Indonesia. As a country with diverse geographic regions, national education standardization is essential to encourage equal education across Indonesia.

Various educational institutions in society can function as instruments of power in shaping desired political attitudes and beliefs. Various aspects of learning, especially curriculum and materials, are often directed towards specific political interests. Eliot (M. Sirozi, 2007) wrote: "Although political power is concentrated in various groups and individuals, its effectiveness and usefulness are shaped by various institutions. The

institutional pattern of public education may seem solid, stable enough, so that to be successful, every proposal needs to adapt to it. And Eliot also added that one of the most important components of education, the curriculum, for example, can become a medium for political socialization.”

The political function of education can also be specifically realized through the learning process. According to Massialas (M. Sirozi, 2007), the learning process can be cognitive (for example, gaining basic knowledge about a system), affective (for example, learning positive and negative attitudes toward rulers or symbols), or evaluative (for example, cultivating a desire to participate). Most of these learning elements are designed and directed to meet specific political demands.

Educational institutions, although initially designed solely for educational purposes, may eventually assume certain political functions, whether consciously or unconsciously by their administrators. There are three main reasons for this: first, because the existence and development of educational institutions are inseparable from the socio-political dynamics of their surrounding communities. Second, because politicians strongly tend to exploit the role of educational institutions for their own political interests. Third, because educational institution administrators are essentially politicians themselves, constantly confronted with internal and external dynamics.

The Relationship between Politics and Education

Education and politics are two crucial elements in the socio-political system of every country, both developed and developing. The two are often viewed as separate entities, unrelated to each other. In fact, they work hand in hand in shaping the characteristics of a nation's society. Furthermore, they support and complement each other, and educational institutions and processes play a crucial role in shaping the political behavior of a nation's people. There is a close and dynamic relationship between education and politics in every country. This relationship is an empirical reality that has existed since the beginning of human civilization and has attracted the attention of scientists.

Education is often used as a medium and a vehicle for instilling state ideology or the backbone that supports the political framework. In western countries, the study of the relationship between education and politics was initiated by Plato in his book

Republic, which discusses the relationship between state ideology and institutions with the goals and methods of education.

Plato demonstrates in this book that in Hellenic culture, schooling was an aspect of life intertwined with political institutions. Plato describes a dynamic relationship between educational and political activities. The two are two sides of the same coin, inseparable. Plato's analysis laid the foundation for the study of the relationship between politics and education among subsequent generations of scholars. In the words of Abernethy and Coombe (1965: 287), education and politics are inextricably linked. The reciprocal relationship between politics and education can occur through three aspects: the formation of group attitudes, the problem of unemployment, and the political role of the intelligentsia.

In more advanced and technologically oriented societies, and those adopting Western values and institutions, the relationship between education and politics is shifting from traditional to modern. In many developing countries, where the influence of modernization is particularly strong, politics is understood as the exercise of power, authority, and authority in society and the making of authoritative decisions about the allocation of resources and social values (Harman, 1974: 9), then it is clear that education is nothing less than a political enterprise. This confirms that education and politics are closely related and mutually influence each other. In other words, various aspects of education always contain political elements. Likewise, every political activity is related to aspects of education.

State Control of Education

As a process that significantly determines the character and quality of individual and societal life, it is not surprising that all parties view education as a strategic area for human life, allowing programs and processes within it to be designed, organized, and directed to achieve desired outcomes. This is one reason why countries care deeply about and allocate substantial budgets to education. All of this is done to build an education system that possesses the desired characteristics, quality, direction, and outcomes.

To ensure the realization of these aspirations, many countries implement stringent controls on educational programs, both those run by the state and those run by the

community. Many countries resort to various means to continuously control the various educational pathways, types, and levels that develop within their communities. Tightening bureaucracy, dictating curricula, implementing accreditation systems, and creating subsidy schemes are some of the methods often used by countries to control public educational activities.

According to Dale (M. Sirozi, 2007), state control over education is generally carried out in four ways, namely:

1. The education system is legally regulated;
2. The education system is run as a bureaucracy, emphasizing adherence to rules and objectivity;
3. Implementation of compulsory education;
4. Political and economic reproduction that takes place in educational institutions in a particular political context.

Furthermore, Dale (M. Sirozi, 2007) noted that there are at least three main problems that are always on the agenda of the education system, namely: 1) direct support for the capital accumulation process; 2) providing a broader social context that does not conflict with the ongoing capital accumulation; 3) legitimacy of state activities in the education system.

The crisis faced by the country directly and vitally affects the education system because the education system (Bate, M. Sirozi, 2007):

1. Providing trained labor and generating technical knowledge for the economic system;
2. A convenient mechanism, which can be used by the state to demonstrate rational control over economic events through workforce planning and the ratio of private and public expenditure;
3. An important agenda for socialization in order to legitimize the economic and political order;
4. Crucial in developing motivation and commitment among the younger generation.

At any scale, state control over education has implications for the performance and efficiency of an education system. Analysis of various state issues will have

implications for education. There are three main implications of state control over education:

1. The education system cannot be expected to remain immune to the increasing politicization of various areas of life, brought about by greater state intervention. The position and scope of control over education are also influenced by changes occurring within the state.
2. The education system can prevent problems by providing values. Education can continue to fulfill its implicit and explicit promises to the public and serve the expectations it raises.
3. The education system is expected to contribute to the fulfillment of the legitimacy, political and economic needs of the state, and also at each level of education, as well as in the state as a whole, there will be no continuous solution to these problems.

According to Jalal and Musthofa (M. Sirozi, 2007), there are two distinct but interrelated concepts in educational decentralization. The first concept relates to the general issue of decentralization, namely the transfer of authority for educational policy from the central government to the regions. In this concept, the government must delegate educational policies to local governments, along with the funds needed to finance the assigned responsibilities. The second concept relates to the shift of educational decisions from the government to the community. The basic idea behind this concept is that the community should be more informed and decide for itself what educational programs they desire, because they are the ones who will benefit from them. With these two concepts, it is clear that the primary goal of educational decentralization is to improve the quality of education.

Various state actions, particularly in the area of legislation, are highly significant for education and have a crucial impact on its development. The various demands for change in the world of education will be meaningless if they do not address the various laws and regulations that govern the substance of those demands.

Sketch of Politics and Education in Indonesia

Each period of national education development is a crucial issue for a nation because it determines the level of mastery of science and technology, characteristics, and political awareness, which significantly influence the nation's future. Each period of educational development is a political factor and a political force because, in essence, education reflects the aspirations, interests, and power structures of the political forces in power. There are four main strategies for national education development:

1. Increasing equality of educational opportunities
2. Increasing the relevance of education to development
3. Improving the quality of education
4. Increasing the efficiency of education management.

The sketch of the implementation of education in this country can be divided into six periods of development, namely:

1. The first period was the early or prehistoric period, which lasted until the mid-1800s. During this period, education in Indonesia focused on the socialization of religious values and the development of life skills. Educational provision during this period was managed and controlled by religious figures.
2. The second period was the Dutch colonial period, which lasted from the 1800s to 1945. During this period, the implementation of education in the country was marked by a process of modernization and a struggle between the educational activities of the colonial government and the educational activities of the native people. On the one hand, the colonial government tried to take every means to ensure that various educational activities did not conflict with colonial interests and produced workers who could be exploited to support the social, political, and economic missions of the colonial government.
3. The third period was the Japanese occupation, which lasted from 1942 to 1945. Various educational activities during this period were aimed at disseminating the values and spirit of nationalism and igniting the spirit of independence throughout society. One aspect of educational development during this period was the beginning of the use of Indonesian as the language of instruction in formal education.

4. The fourth period was the Old Order, which lasted from 1945 to 1966. During this period, educational activities in the country focused more on strengthening nationalist values, national identity, and building the ideological foundations of national and state life. The primary goal of education during this period was nation and character building, and nationalist figures held primary control over the implementation of national education.
5. The fifth period was the New Order, which lasted from 1967 to 1998. During this period, education became an instrument for implementing development programs in various fields, particularly in the fields of pedagogy, curriculum, organization, and evaluation, aimed at accelerating development. The primary focus of national development during the New Order era was the economy.
6. The sixth period was the Reformation period, which began in 1998. During this period, the spirit of decentralization, democratization, and globalization brought by the reform movement made the restructuring of the national education system a priority. This was achieved by exploring the implementation principles stipulated in various relevant laws and regulations.

CONCLUSION

Based on the discussion in the previous chapter, it can be concluded that educational policy is all government policies in the field of education, whether in the form of laws or other regulations, to organize education to achieve national goals. The goal of educational policy is to identify and standardize the quality of national education in Indonesia. Various educational institutions within society can function as instruments of power in efforts to shape desired political attitudes and beliefs. Furthermore, the specific function of educational policy can also be actualized through the learning process.

Education and politics are two crucial elements in every country's socio-political system, both contributing to the development of a nation's societal characteristics. Education and politics are closely related and influence each other. In other words, various aspects of education always contain political elements. Likewise, every political activity is related to educational aspects.

State control over education is generally carried out in four ways, namely: first, the education system is regulated legally; second, the education system is run as a bureaucracy, emphasizing adherence to rules and objectivity; third, the implementation of compulsory education; fourth, political and economic reproduction that takes place in educational institutions within a certain political context.

The sketch of the implementation of education in this country can be divided into six development periods, namely: first, the early or prehistoric period which lasted until the mid-1800s; second, the Dutch colonial period from the 1800s to 1945; third, the Japanese occupation period from 1942 to 1945; fourth, the old order period which lasted from 1945 to 1966; fifth, the new order period which lasted from 1967 to 1998; sixth, the reform period which began in 1998 until now.

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