

POLICY ANALYSIS OF CHARACTER EDUCATION CURRICULUM SD/MI

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ABSTRACT

Reformation of education has been already conducted and the regulation to change policy development of national education has been begun. Furthermore, all policies related to change or renewal, perfection, and development program for all lines, levels, and types of education should be aimed to endeavor for giving the quality education service, appropriately with educational standard which has been stipulated. The problem regarding policy in Indonesian education both in policy coordination and Indonesian educational practice and from quality of education itself still becomes attention for academic stakeholder to more critical thinking in doing effort of national education straightening. Education policy that is not grounded an experience against with the nature of educational science itself.

Accordingly, the changes such as curriculum exchange, methodology change in learning process, change in organizational education, and educational plan cannot be executed based on lip service or revelation. In the fact, education practice is instead used as the means of political interest which is unintentionally constrained and deviated to be a way to seize, expand, and perpetuate authority with practice of interest awhile, even tending to sectarianism. In this sense, the writer strives to account for policy analysis of character educational curriculum SD/MI (elementary school) and implementation of character educational curriculum policy particularly in education level SD/MI (elementary school).

Keywords: Policy Problem, Education Practice

INTRODUCTION

“Education character” movement seeks a solution to what many people in society are perceived as the decline of nation moral character generally and people who are still young particularly¹. The violence data in school from various resources point out that violence in education field is increasingly worried, such as 84% students ever experience violence in school. The various child problems such as violence and anarchy action, theft, dishonesty, neglecting of agreed regulation, fight among students, un-tolerance, the use of lousy language, the premature sexual mature, deviation, and self-vandalism², become the challenge and give solution on the crucial problems occurred particularly in preparing youth generation in future. The character is considered as part of psycho-social related with surrounding context which is commonly seen from psychological perspective³. It is correlated with behavioral aspect, attitude, manner, and quality which distinguish someone with other or specific element that can bring about individual to be more conspicuous from others. Lickona stated character is good objectivity for human quality whether it is realized or not. The virtues are affirmed by society and religion in the world. Because it is intrinsically excellent, it has the right to our inner self⁴. According to

character educational approach, each school has to have the clearly explicit moral code for students. Every code trespassing should gain sanction⁵.

Education character is also-often meant as value education, ethic education, moral education, and nature education which intend to develop student’s ability or student in appraising and giving good and bad decision to something. That is conducted in order students can maintain a good thing and actualize the goodness in daily life emphatically⁶. As the consequence, studying result expected by doing character education in school comprises: knowledge regarding moral value (*moral knowing*), moral action, and moral feeling⁷. The three-element will make people to have good thinking, feeling, action habit toward God, entity of their personality, other, environment, and nation⁸.

To point out character education concept, recently the government begins to encourage character base-curriculum. Curriculum itself in Greek language derived from word “*curir*” that meant runner and *curere* that meant jockey place. Oxford Dictionary denoted that curriculum is *is subject included in a course of study or taught in a school, college*⁹. Curriculum in Indonesia had been already applied in all levels of education, starting in 1968 to today namely curriculum 2013 (Kurikulum 2013). Development of curriculum involves many sides, particularly

1 Robert E. Slavin, *Educational Psychology: Theory and Practice*, (Jakarta: PT Indeks, 2011), p. 74

2 Thomas Lickona, *Educating for Character: how Our Schools Can Teach Respect and Responsibility*, (Jakarta: Bumi Aksara, 2013), p. 20

3 Koesoema A, Doni, *Pendidikan Karakter Strategi Mendidik Anak di Zaman Global*, (Jakarta: Gramedia, 2007), p. 79

4 Thomas Lickona, *Character Matters (Persoalan Karakter)*, (Jakarta: Bumi Aksara, 2012), p. 16

5 John W. Santrock, *Psikologi Pendidikan*, (Jakarta: Salemba Humanika, 2017), p. 113

6 Ridwan Abdullah Sani, *Pendidikan Karakter: Mengembangkan Karakter Anak yang Islami*, (Jakarta: Bumi Aksara, 2016), p. 22

7 Ridwan Abdullah Sani, *Pembelajaran Saintifik Untuk Implementasi Kurikulum 2013*, (Jakarta: Bumi Aksara, 2015), p 28

8 Fathur Rokhman dkk. *Pendidikan Karakter untuk Generasi Emas 2045*, p. 3

9 Teguh Triwiyanto, *Manajemen Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 2015), p. 22

teachers having responsibility in class. Each teacher takes active responsibility in plan, performance, assessment, administration, and change of curriculum. How far teacher's engagement is, it will determine successful teaching in school¹⁰. Curriculum as a guidance for organizing learning activity gives meaning that in curriculum there is interaction guide between teacher and student. Curriculum is frequently related with learning quality. It means through good curriculum will generate learning quality as well so that the learning is going to run effectively and efficiently. The learning quality is degree of the successful environmental arrangement giving a nuance in order the learning program grows and develop optimally¹¹. Therefore, curriculum serves as "heart" of education process in school to empower student's potential.

The policy of character education curriculum, both KTSP and K-13, emphasizes to student's character, in the same thing in Permendikbud Perpres No 87 Tahun 2017 that currently colors the government policy about character. Although curriculum policy has been made by such government, in fact, curriculum policy of character education considered has not been effective as solution of children's character which is more worrisome.

DISCUSSION

Analysis of Character Education Curriculum Policy

Education policy is whole process and outcome of step formulation of strategic education explained from education vision

and mission to actualize the achieved education goal in society during certain time period¹². Based on that definition, It can be concluded that education policy is the set of decisions stipulated by official authority based on well-done considerations which are correlated with education to reach the dreamed national education goal.

Policy analysis can be comprehended in four forms namely an analysis in evaluation shape regarding the impact of policy or possibility of policy impact on a policy, analysis to provide information in making decision, analysis in advocate form of policy process functioned to share suggestion or advice of policy related with policy implementation and policy analysis in advice form to complete the policy¹³. This paper discusses more to policy analysis in the policy process advocate form by seeing the reality in field about education policy determined by government.

The used approach in this analysis is descriptive approach (*positive*), explaining an occurred indication, through quest the fact with precise interpretation. The indication that is intended here can be like social change, culture and politics, while the fact shapes national education policy known toward the written decision, document and other official letters. As clarified by writer previously in introduction part, the focus of policy analysis in this paper is curriculum policy of character education. The purpose of this analysis is to know effectiveness degree of character education curriculum implementation that refers to performance of character education in SD/MI (elementary school) level. With this analysis, it is hoped

10 Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum*, (Bandung: Remaja Rosdakarya, 2013), p

11 Teguh Triwiyanto, *Manajemen Kurikulum dan Pembelajaran*, ... p. 7-11

12 H.A.R. Tilaar & Rian Nugroho, *Kebijakan Pendidikan*, (Yogyakarta : Pustaka Belajar, Cet. Ke-IV 2016), p.140.

13 *Ibid.*, p.245.

that it can give literacy regarding the character education curriculum policy, deficiency, hindrance, and constraint in field adjusted with the purpose of national education.

The process of education policy analysis should surely use the accurate method. Policy research method is a way or procedure planned and arranged systematically to research the certain problems that occur in education policy. In this simple research, Writer use *crosscutting* method. This method, according to Patton and Sawicki (1986) is the method to be used to each step in policy analysis process¹⁴. As regard to phases in this method:

a. Identification and collecting data.

The process of collecting data is related with topic discussed and resulted from data resources such as books, regulation (UU), the technic of interview with stakeholder of education policy, TV, observation print mass, and evaluation maximally.

b. Data Processing

The process of data processing by conducting combination and triangulation data is between theory and rule that exist with the fact in field qualitatively.

c. Communicating Result

Serving process or describing data is gained from research result or data analysis before. In this step, Writer will depict the result finding and give suggestion or solution to minimalize or solve the occurred problems especially related to character education

14 Nanang Fatah, *Analisis Kebijakan Pendidikan*, (Bandung : PT Remaja Rosdakarya, Cet .ke-II 2013), p 175-176.

curriculum policy.

Implementation of Character Education Curriculum Policy

As having been explained in previous chapter, to meet independence promise to sharpen nation's life, the government always conducts endeavors to seek alternative ways to correct national education both curriculum system and educational implementation. One of pivotal objects determining good or bad education in Indonesia is education curriculum. Discussion about education curriculum is major problem. Since beginning of independence to today education curriculum still becomes problem that is hardly overcome to create proper education universally.

To be applied permendikbud No, 57 2014 about Curriculum 2013 (Kurikulum 2013) in Elementary school (Sekolah Dasar/ Madrasah Ibtidaiyah)¹⁵, it is Curriculum 2013 with theme "curriculum that can result the productive, creative, innovative, affective Indonesian people through managing attitude, skill, and integrated knowledge¹⁶. Thorough the implementation of Curriculum 2013 that is base-competency and base-character, with thematic and contextual approach, it is expected that students can independently increase and use their knowledge, examine, integrate, and personalize character values and noble virtues so it can be actualized in daily life attitude¹⁷. The orientation of Curriculum 2013 is improvement and balance of attitude competence, skill, and

15 Permendikbud No. 57 Tahun 2014 Tentang kurikulum 2013, di akses pada pukul 20:30 WIB

16 Husamah dan Yanur Setyaningrum, *Desain Pembelajaran Berbasis Pencapaian Kompetensi*, (Jakarta: Prestasi Pustaka, 2013), p.4

17 E Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung : Remaja Rosdakarya, 2013), p.7

knowledge¹⁸. Curriculum 2013 is development creative and innovative thinking pattern which more gives priority to refine attitude and personal students.

The implementation of Curriculum 2013 has been done in various studies which direct to improvement of efficient and effective service and development as the consequence from the learning innovation. As one of shapes efficiency and effectiveness of curriculum implementation, it emerges kinds of curriculum implementation models. Integrated learning model is one of curriculum implementations suggested for elementary school degree. Thematic learning model is naturally a learning system that allows student both individually or collectively to be active to seek, delve, explore, and find the concept as well as holistic, authentic, persistent principles through themes containing integrated subjects¹⁹.

The effort of Curriculum 2013 implementation is expected giving the positive influence in Indonesian education both cognitive aspect and the other aspect and gives donation in shaping students' character appropriately with national education purpose, so that it can establish the better nation generation.

The Implementation Problem of Character Education Curriculum Policy

1. Taking decision of Policy without Involving Stakeholder

Taking decision of policy partially indicates that policy about character education curriculum still

requires making evaluation from various elements involving academic stakeholder by conducting curriculum policy analysis comprehensively before decided to be applied on educational institutions.

2. Socialization of government policy not optimal

School as institution implementing policy regarding curriculum, seems not ready, and socialization process conducted by government to educational institution is still very insufficient, so school institution as organizer the policy still find many obstacles faced.

3. Lack of engagement "tripusat" education

Engagement "tripusat" education that should influence the education process and result estimated is still very insufficient, so relation among family, school, and society needs to be more integrated in various educational activities and learning particularly related character education curriculum policy.

4. The evaluation of education curriculum policy cannot be done well

When an education curriculum policy has already implemented, to know level its effectiveness and success is to conduct evaluation. As far as that education curriculum policy can run well and impacts to student's character.

The Problems Solution of Character Education Policy Implementation

Based in problem analysis results above, according to Writer, the solution of government

18 Sholeh Hidayat, *Pengembangan Kurikulum Baru, ...* p. 113

19 Rusman, *Pembelajaran Tematik Terpadu*, (Jakarta: Raja Grafindo Persada, 2015), p. 141-142

policy regarding education curriculum policy, namely:

1. Giving opportunity to stakeholder to involve in taking policy decision through consensus or agreement, so policy decision result can be accepted well.
2. Improvement of diverse curriculum policy socialization shape on educational institutions can be done through training and other activities related with the policy, both headmaster and teacher.
3. The optimal role of “Tri-pusat” education is as education correction element.
4. Doing program of policy evaluation with seeing the reality in field. In this sense, diverse problems both technic aspect planning, performance, evaluation will be able to be verified its effectiveness.

Following Write’s research result to the fact in field that although every education unit is still different, both in application of Curriculum 2013 in education unit, cannot actually answer national education problems regarding student’s character. In fact, until now the character problems still become the essential issues in our education, so that character education curriculum policy is the major purpose from accomplishing national education.

CONCLUSION

Based on the analysis result, Writer concludes that character education curriculum policy should be revisited, since it is still found many problems in field, both from policy socialization aspect, education policy implementation, and curriculum policy evaluation having been conducted. Accordingly,

the optimal character education curriculum policy needs to be formulated and re-managed in comprehensive and specific regulation, particularly correlated with stakeholder in school as organizer and implementation in education curriculum conforming with school vision and mission.

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