

Implementasi kebijakan pendidikan agama di sekolah-sekolah katolik kota Blitar (Analisis content of policy dan context of implementation) = Implementation of religious education policy in catholic schools Blitar (Analysis of content of policy and context of implementation) / Nurudin

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Abstrak

[Disertasi menguraikan tentang implementasi kebijakan pendidikan agama di Sekolah Katolik Kota Blitar ditinjau dari aspek Content of Policy, Context of Implementation, aspek kegagalan, dan dampak kegagalan implementasi kebijakan. Penelitian menggunakan paradigma postpositivisme, dengan metode kualitatif dan tipe deskriptif.

Penelitian ini menghasilkan beberapa temuan: Pertama, aspek content of policy menunjukkan bahwa rumusan kebijakan pendidikan agama dinilai tidak mewakili agregasi kepentingan kelompok sasaran, sehingga mengalami kegagalan dalam implementasi. Kedua, aspek context of implementation menunjukkan bahwa implementasi kebijakan pendidikan agama tidak semata proses administrasi, namun dipengaruhi oleh 'interpenetrasi' faktor politik dan nilai ideologi keagamaan. Ketiga, kegagalan implementasi kebijakan pendidikan agama disebabkan oleh adanya penolakan halus secara sistemik (systemic subtle rejection), pendiaman pemegang kebijakan terhadap kendala implementasi (government silent on implementation gap), dan tidak adanya evaluasi terhadap kendala implementasi. Keempat, dampak kegagalan implementasi kebijakan pendidikan agama meliputi dampak pembelajaran, dampak psikologis dan dampak substansi nilai keagamaan.

Implikasi teoritik penelitian ini adalah bahwa nilai ideologi keagamaan (ideological values) merupakan faktor determinan dalam keseluruhan proses kebijakan publik semenjak formulasi, implementasi dan evaluasi. Konteks Indonesia, pada kasus dalam penelitian, ketaatan kepada agama lebih besar daripada ketaatan terhadap kebijakan negara. Nilai ideologi dalam hal implementasi kebijakan selama ini lebih menekankan pada dimensi ideologi politik. Sehingga ideologi dalam konteks keagamaan menjadi ruang koreksi bagi teori implementasi kebijakan.

Berkaitan dengan temuan penelitian, maka sebuah proses implementasi kebijakan memerlukan langkah-langkah. Pertama, optimalisasi sosialisasi isi kebijakan dengan harapan terjadi peningkatan respon masyarakat (citizens participation), baik dalam pemahaman rumusan kebijakan maupun partisipasi dalam implementasi sehingga agregasi kepentingan masyarakat maupun nilai-nilai yang berkembang dalam masyarakat terakomodir dalam sebuah proses kebijakan; Kedua, Implementasi kebijakan publik perlu mempertimbangkan pola hubungan struktural antar instansi (the structure of intergovernmental relation) agar tidak terjadi konflik kewenangan. Ketiga, Implementasi kebijakan perlu merumuskan strategi pencapaian tujuan sesuai dengan karakteristik lingkungan implementasi dengan pola sintesis yaitu gabungan pendekatan top-down dan bottom up dan melakukan evaluasi dalam setiap tahapan kebijakan.;The dissertation describes the implementation of religious education policy in Catholic schools Blitar review of aspects: Content of Policy, Context of Implementation, aspect failure, and the impact of the failure of policy implementation. This research using postpositivisme paradigm, the qualitative and descriptive methods.

The research produce some finding: First, aspects of the content of the policy indicates that the religious

education policy formulation is not considered to represent the interests of the target group aggregation, so that a failure in implementation. Second, aspects of the context of implementation indicate that the implementation of the policy of religious education is not only the administrative process, but were influenced by the 'interpenetration' political factors and the value of religious ideology. Third, religious education policy implementation failure caused by subtle rejection systemically (systemic subtle rejection), the standing of the constraints of implementation of the policy holder (government silent on implementation gap), and the absence of an evaluation of the implementation constraints. Fourth, the impact of policy implementation failure religious education includes learning impact, psychological impact and effects of the substance of religious values.

Theoretical implication of this study is that the value of religious ideology (ideological values) is a determinant factor in the whole process of public policy since the formulation, implementation and evaluation. The case study of Indonesian context, adherence to religion is greater than adherence to state policy. Value of ideology in terms of policy implementation has been more emphasis on the dimension of political ideology. So the ideology in religious context become a space correction to the theory of policy implementation.

In connection with the research findings, a process of policy implementation requires some steps. First, the optimization of content dissemination policy in the hope of an increase in the response community (citizens partisipation), both in understanding participation in policy formulation and implementation so that the aggregation of the interests of society and the values that flourish in a society accommodated in the policy process; Third, policy implementation need to formulate strategies to achieve goals in accordance with the implementation of the environmental characteristics of the pattern of synthesis of a combined top-down and bottom-up evaluation in all stages of policy., The dissertation describes the implementation of religious education policy in Catholic schools Blitar review of aspects: Content of Policy, Context of Implementation, aspect failure, and the impact of the failure of policy implementation. This research using postpositivisme paradigm, the qualitative and descriptive methods.

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