

ABSTRACT

Lestari, Ayu Endah. (2015). *K-13 in Turbulent Weeks: A Study of Curriculum Contestation in Indonesia, November and December 2014*. Yogyakarta: Sanata Dharma University

Out of nine previous curricula implemented nationwide, the most recent curriculum (dubbed as K-13) has been recorded as the shortest curriculum in its nationwide implementation. It was launched in July 2014, under Yudhoyono's second term administration and was suspended by Joko Widodo's administration on the first week of December 2014. The K-13 implementation was suspended to be nationwide and only implemented in limited school i.e. 6,221 schools in Indonesia. The curriculum itself was signed as a national mandate by the former Minister of Education, Muhammad Nuh. The curriculum was then examined by a new team formed by the current Minister of Education, Anies Rasyid Baswedan, to assess its applicability and acceptability. Upon a comprehensive review, the team recommended the curriculum be suspended.

The suspension of K-13 implementation that leads to some controversies becomes a central issue in the study of curriculum. Drawn from Bourdieu's conception of fields and Bauman's contemporary popular knowledge, this paper sets to present a discourse analysis on the K-13 during its turbulent weeks around its suspension. Two major research questions proposed are: (a) Who are the proponents and opponents of the K-13 suspension presented in online news reports? (b) What issues did they raise in relation to the suspension of the curriculum?

The study was drawn from 85 online news reports, in the turbulent weeks, started from 11/12 up to 12/31. The news reports were taken from major online news agencies, such as *Kompas*, *Tempo*, *Liputan6*, *Detik*, *Okezone*, *Republika*, *Merdeka*, and *Antara*. The data analysis was conducted by multiple readings. Both proponents and opponents and also their perspectives were recorded in a graphic representation with two opposing positions and a compare and contrast table. To maintain the validity of the analysis, the researcher presented both the graphic representation and compare and contrast table to the research adviser. The analysis was largely drawn from a series of discussions during the consultative meetings.

It was found that controversies had been around since the inception of the curriculum. The K-13 suspension to be nationwide was followed by pros and cons. The big issues around the K-13 suspension were Foundation Considerations, Teaching-Learning Process, Assessment, Professional Teacher Development, and Provision of Resources.

Keywords: *Curriculum 2013, policy making, media, discourse analysis, Indonesia*

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Dari sembilan kurikulum sebelumnya yang pernah berlaku di Indonesia, kurikulum yang baru (K-13) terekam sebagai kurikulum yang paling singkat pelaksanaannya. Kurikulum tersebut diluncurkan pada Juli 2014, di bawah pemerintahan Yudhoyono yang kedua dan ditunda dan dihentikan sementara oleh pemerintahan Joko Widodo di minggu pertama Desember 2014. Kurikulum itu sendiri diperintahkan untuk diterapkan serentak oleh Menteri Pendidikan, Muhammad Nuh. Kurikulum tersebut kemudian diselidiki oleh tim baru yang dibentuk Menteri Pendidikan sekarang ini, Anies Rasyid Baswedan, untuk menilai relevansi dan akseptabilitasnya. Atas dasar peninjauan kembali secara menyeluruh, tim tersebut merekomendasikan K-13 untuk dihentikan sementara.

Sebuah akhir dari penghentian K-13 ini memancing kontroversi yang menjadi isu utama dalam studi tentang kurikulum. Digambarkan melalui konsep field Bourdieu dan pengetahuan kontemporer Bauman, paper ini disusun untuk menampilkan analisis wacana pada K-13 dalam masa minggu-minggunya yang bergolak dalam penghentiannya yang sementara. Dua rumusan masalah yang diajukan adalah: (a) Siapa saja aktor-aktor yang ditampilkan di berita online? (b) Isu apa yang mereka angkat dalam hubungannya dengan penghentian sementara K-13?

Data yang dipakai adalah 85 berita online dalam minggu-minggu yang kacau-balau, mulai dari 12 November sampai 31 Desember. Berita online tersebut diambil dari agensi online news, seperti Kompas, Tempo, Liputan6, Detik, Okezone, Republika, Merdeka, dan Antara. Analisis data dilakukan dengan membaca berulang. Pendukung dan penentang penundaan K-13 dan opininya digambarkan dalam sebuah representasi grafik dengan dua posisi yang berlawanan untuk dilanjutkan dan sebuah tabel perbandingan compare dan contrast. Untuk menjaga keabsahan analisis tersebut, peneliti mempresentasikan representasi grafik dan tabel compare and contrast pada dosen pembimbing. Analisis tersebut sebagian besar digambarkan melalui serangkaian diskusi selama minggu-minggu konsultatif.

Ditemukan bahwa adanya kontroversi sudah sejak awal mula kurikulum diterapkan. Penundaan K-13 secara nasional diikuti oleh pro dan kontra. Isu utama dalam penundaan K-13 itu adalah mengenai Pertimbangan Dasar Hukum, Proses Belajar-Mengajar, Penilaian, Pengembangan Guru, dan Ketersediaan Sumber Daya.

Kata kunci: Curriculum 2013, policy making, media, discourse analysis, Indonesia