

THE POLITICS OF RELIGIOUS EDUCATION IN INDONESIA¹

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A. ANTECEDENT

Existence the regulations of system of national education has meaning of vital importance in giving firm base for development of national education, beside functioning as rule of law giver in execution of activity of education. Preparation the legal draft of national education system initiative by government through Commission of Educational reformation. Its formulation is of course requires time sufficiently long, in order that new regulation can realize development of education which pluralistis, democratic, respects Human right, and anticipates development of epoch. Therefore, after its(the formula) finalized by committee of Educational reformation, the matter draft of National Education System still be performed (a solution) again in Parliament, and requires time more or less two years. As institute that is one of its the duty authenticates invitores, Parliament forms activity committees (group of persons parliament assigned to do a particular investigation).

For soon realizes it, activity committees soon to prepare its the solution. In July 2002, activity committees of Parliament has performed a socialization and public test in big towns, like Jakarta, Surabaya, Denpasar and Makassar. Then, the next year is performed again, for example in Yogyakarta and Manado usage is more setlingly and gets various inputs, suggestion, comments, and criticism from various components, like politician, expert, public and government.

Authentication process from Draft of law becomes invitores Nomor 20 the year 2003 about national education system is started with distortion nuance from various element of public. Even as between which pro and contra performs a mass demonstration to voice its the aspiration. Started party(side that is counter), party(side which pro) nor remainder, some moslem organizations motorized by Forum Ukhuwah Islamiyah Majelis Ulama Indonesia to perform a " action a million moslem believers the education for good education " to building Parliament at day authentication of draft of law becomes invitores.

Actually draft of National Education System will be ratified on 2 May 2003, justs with a day of national education system. But, still the many discourses between which pro and finite counter of conscription of mass from both parties (the side of pro and counter) authentication of draft of law becomes new invitores can be executed on 11 Junes 2003. The authentication without attended member parliament (151 personal) from faction of Partai Demokrasi Indonesia Perjuangan (PDIP). But eight other faction attends it, be faction of Golkar, Faction of PPP, Faction PKB, Faction of Reformasi, Faction of TNI / Polri, Faction of FKKI, Faction of Bulan Bintang, and faction Perserikatan Daulatul Ummah (PDU). Absence of all

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member of Faction PDIP is presentation of rejection to authentication draft of the national education system, because assumed a number of its (the matters) menacing fullness of nation. Nevertheless, absence of member parliament from faction PDIP doesn't have an effect on to its (the validity of decision making mechanism). For the first time in history of authentication decision making of draft of law, a plenary meeting in Parliament by absence of member from a faction. But, that thing is not as ugly precedent in life of parliament is period to come.

In the state is being tills big project namely democratization, pro and counter is fair thing even possibly must happened to mark that public (people) no longer only poison " yes and agreed". Will become thing joking if the above problems, swimmingly legalized by Parliament without passing a tough debate.

B. PROBLEMS

- 1.What is the fundamentals consideration in proposing, compiling, analyzing and authenticating the reinforcement of religious education in the regulations of national education system Number 20 year 2003?
- 2.What are the issues that cause political tension during these process?
- 3.What particular group support the reinforcement of religious education in the regulations of national education system Number 20 year 2003?
- 4.What particular group object the reinforcement of religious education in the regulations of national education system Number 20 year 2003?

C. RESEARCH METHOD

Research approach

In this research, researcher applies qualitative method. This thing is one of method type which point weighs against at common sense which based on social reality objectively and through paradigm fenomenologis. This method applied to three considerations, among others : To ease understanding of multiple reality, Presents really between researchers and reality, and this metode more sensitively and adapts to at form of value faced. Qualitative method is applied based on consideration if there is multiple reality, more easy in the research process. With this method influence sponsor and value pattern is more sensitively is accomodated it. So appreciable research object empirically passed intellectual understanding and logical argument to peep out realistic conception.

Research Type

Research type applied in this research is library research (book study). That is research type making bibliography data as theory to be studied and in study in obtaining hypothesizing and concept to get objective result. With this type,

information can be taken in complete to determine scientific action in research as instrument of research fulfilling research supporter standard. Researcher takes assumptions which in bases data supporting to obtain imaginative and creative knowledge. This thing is as a form of comparison between one idea conceptions with other productively without leaving scientific base.

Research Data

Data type required in this research is qualitative data in the form of concept and article. Aspects which will be checked focused at : what, why and how bearing regulations Number 20 the year 2003 about national education system. This study started from concept, perception, idea and argument of solution during proposing, compilation, solution and authentication of the regulations. Therefore, data which will be taken and studied to comes from data verbal which abstraction and qualitative. While data applied covers primary data and secondary data.

1. Primary data

Primary data source is data source obtained through observation and analysis to source of document which in it loads proposing process, compilation, solution and authentication of regulations number 20 the year 2003 about national education system.

2. Secondary data

Secondary data source is data source which in obtaining from source of readings that is is supporting primary sources which in assuming relevant, like expert opinion, public opinion, and also articles published at various relevant mass medias. The thing as completion of research material to solution and researcher understanding

Data Analytical Method

As for data analytical method which in using in this research covers reflektif analysis and content analysis.

1. Reflektif Analysis

It is data analysis method which guidance at way of reflektif thinking. Basically this method is strong combination between inductive and deductive thinking or with dialoguing data teoritic and empiric data critically. In this analysis method, researcher will solve problem with gathering of data and information for in comparing insufficiency and excess from every source, document and literature related to solution of research so that in process of its(the recapitulating) would in obtaining scientific and rational data.

2. Content Analysis

Content analysis is a method to understanding discourse or problem with looking for core from the discourse. With reference to processing and data analysis, content analysis in interpreting also with descriptive the analysis based on its contents. In its implementation, researcher will analyse data based on phenomenon happened and accompanies it; starts proposing, compilation, solution and authentication of regulations number 20 the year 2003 about national education system.

C. RESULT OF RESEARCH

C.1. Legality of religious education in Indonesia.

Execution of religious education in Indonesia do not be applied off hand, but *having strong attack as follows* :

Firstly, philosophic base of Indonesian nation. The first principle of Pancasila (Five Principles) is Believing in One God meaning that every Indonesian nation is obliged to believe to the one supreme God. How to that the faithful to the one supreme God? Of course this thing can be strived through religious education.

Second, constitutional base of Constitution 1945 chapter 29 (section 1 and 2). At section (1) mentioned that nation based on to Believing in One God. At section (2) mentioned that nation guarantees every resident to embrace of the religion is each and observance according to the religion and belief. This thing almost looks like above question, how can people can having religious service as according to its religion *without religious education*? That thing of course not possibly, hence need to be executed the religious education since child to adult, either through formal education, informal education and non formal education.

Third, basis operational. that is regulations number 20 the year 2003 about national education system. At chapter 12 section 1 letter (a) it is mentioned that " Every educative participant in each set of education [is] entitled to get religious education as according to religion embraced by it and taught by educator which as of religion." At explanation of chapter 12 section 1 letter (a) it is mentioned that educator and or religion teacher which as of religion with educative participant facility and or provided by the government or local government according to requirement of set of education as arranged in section 41 sentences (3).

Legality of religious education which so strong, implication at formal education compulsion enters religious education in the obligatory curriculum. As which to be written in chapter and sections as follows :

a. Chapter 37 section (1) that : Middle and elementary education curriculum is obliged to load : education of Religion, education of civic, language, mathematics, Natural sciences, social science, Artistic and culture, physical education and athletics, skilled, vocational and charge local.

b. Chapter 37 section (2) mentions that higher education curriculum is obliged to load : education of religion, education of civic and language.

Obligation of formal education institute (school) teaches religious education, based on ideality about cultivation urgency of religious values and humanity morality standard is circle by educative participant. The ideality to be written in the formula explanation of chapter 37 section (1) that religious education meant to form educative participant become man who is religious and having godly to the *one supreme God and having behavior glory.*

The spirit and ideality consisting in in the regulations is really its(the value height, in line with situation of democracy, spirit of the district autonomy, and religion plurality. Giving of rights gets religious education for educative participant is believed will be able to increase quality of human resource in challenging global of which very competitive, and gives basis morale to continuity of nation future. This reality must be confessed its existence and given by opportunity along with other facility to grow and grows in Indonesia. Existence Of religious education in regulations of national education system is logical consequence from existence of religions in Indonesia.

In consequence, religious education always related to the followings:

Firstly, religion teaching with reference to mission activity. Giving of religious education by educator that is not as of religion with the educative participant, enabled the happening of religion conversion, finite finally the religion follower makes a move to other religion. Such a situation will not be received by religion follower it doesn't matter also.

Second, related to religious understanding pattern embraced by the religion follower. For religion follower understanding religious of having pattern exclusive of pluralis (opinion sight telling that only religion embraced by it is correct just, while wrong the other religion and misleads) will refuse draft of regulations the national education system. While for religion follower understanding religious of having pattern inklusif-pluralis, will receives draft of the national education system.

Reinforcement of religious education in the state placing forward religious values and standard is fair thing. Because religion is one of requirement of basic which must be fulfilled man for the agenda to express him self executes the duties as khalifah on earth (Qur'an Surah Al-Baqarah:30). As matter required by man, of course is required existence the transformation process of religion in the form of correct education and study.

If observed from plurality aspect to believe in, draft of the national education system number 20 the year 2003 is has expressed condition of nation in real. Of course, time has come national education system is made by seeing civilization potency of nation it self. Till now, national education system formulated by the nation founders still imitating education institute model of colonial (Netherland) as system development base of national education.

As positive law, regulations number 20 the year 2003 applying at all type schools in Indonesia. If analysed exhaustively, in fact chapters and sections discussing religious education is not diskrimination, even exactly shows a justice of all religions. This thing proves draft of national education system which have been drawn up by activity committees of Parliament have been based on to paradigm pluralistic, very democratic, respects of human right and there is no party side harmed, except for batches having certain targets of certain schools.

Religious education expected by regulations of national education system is education capable to sing different tune, patterned thinking and action pattern each and everyone who is studying the religion. Religion embraced by it is always is involved in every policy retrieval and decision faced by it. Likely not too much for we to digest why religious education needs and important to be taught in schools?

Content which more circumstantial again with implementation of religious education was that religious someone and having religious service as according to religion embraced by it. Of course was not shadow in mind someone that will receive the religious education is differing from their religion. In the human right perspective, freedom of religion is part poured in declarations of human right also. In the Islamic perspective, freedom of religion is part of basic rights. There is no constraint for enters religion (Islam) (Al Qur'an, surah Baqarah: 256).

C.2 Controversy root vs importance

After analysed exhaustively, simply debate that is very exclaims and generates controversy from public is concerning chapter 12 section (1) item a. the section mentions, " Every educative participant in each set of education is entitled to get education of religion as according to religion embraced by it and taught by educator which as of religion." Thereby, every educative participant will get education of religion as according their religion and by teacher which as of religion. This is sentence taken as problem by objecting other party (non moslem). The Section in explicit studies rationality about religious education. Can be anticipated, usually problems of nation that contact with religion values would becoming venomous debate and becomes complicated. This thing is because every party is insisting with its the each opinion and confidence.

Though decision about authentication of regulations about national education system has happened, of course will not guarantee that any party from elements of this nation agrees it in 100%. In openness nature, this condition is part of dynamics democratizes so that the fair phenomenon and doesn't have problem whilst still fulfilling constitution. Must be realized that regulations to have dynamic aspect, mean as peripatetic process dynamically and liquid. Regulations has own dynamics which is not always is imagined and anticipated by his own maker. Its became like that because since discharged to public, is playing at not anymore law maker authority, but interaction between laws and condition of reality, in this case is public.

Why, the authentication experiencing finite failure twice? By various circles, draft of regulations of national education system that prepared to change regulation number 2 year 1989 assessed many having insufficiency and other side to forces desire, especially section about religious education. By other community, draft of regulations of national education system doesn't differentiate public domain and privat domain privat citizen life, that endangers healthy democracy. For various oblique accusations to overweening intervention from government, The Minister of national education, Malik Fadjar clarifies in more specific, that there is no constraint for school to build mosque, that dramatization only.

Contradiction appearance in formulation and stipulating of regulations of national education system not new thing in history of policy of national education system in Indonesia. This controversy reminds us at event of the year 1989, at the time of Parliament and government will authenticate draft of regulations of national education system becoming regulations number 2 the year 1989. Very fair controversy is appearance because concerning strategic policy, where education policy influences wide importance manner, and stimulates a lot of activity of groups of interest. Most all governmental policies related to religion, passing decision which coloured politics, causing requires solution with politics approach. *Though decision making with political approach often causes incidence of misapprehension and conflict between Islams and state.*

In the Indonesian history, debate between group of seculars and religious party ending in decision is having standard multiple. Though policy applying of system multiple hardly is not wanted in social, but nor consistent with Five Principles philosophy (Pancasila). Happened in Indonesia, every there are policy applying double system seemingly is not based to heartfelt compromise between secular nationalists and religion, but compromise based on politics emergency which only can cure momentarily.

The Party which pro reinforcement of religious education in general comes from the side of the Muslimin, while in general counter from the side of Non Muslim. Actually involvement of leader of Muslim assists democracy during formulation of regulations and partakes assists solving of conflict of interest between certain government and group. Because which pro is from majority circle, and the reality indicates that Indonesia resident majority and member of Parliament is believing in Islam, hence the draft of law remain to is ratified to become regulation of national education system.

C.3. Discourse at group which pro reinforcement the religious education

The party that agreing to application chapter 12 section 1 in the regulations of national education system in general have argument as follows :

- Section about rights gets education of religion is application from compound Indonesian nation attitude to life esteeming every religion follower. In principle position believes in embraced by Indonesian nation is

give independence every body to embrace their religion and having religious service according to the religion. With giving of religious education by teacher which as of religion is for the agenda of giving confession and fair deal to someone believing in rights.

- As execution of democratization believes in, because every citizen has freedom to implement religion as referred to in 29th chapter in the Constitution 1945.
- Based on opinion that religion is not just to be taught but to be practiced, hence its must be given by teacher which as of religion and practices the religion teaching.
- Education of Religion given to educative participant must become way of life and life pattern moving someone activity.
- Religious education will not divide unity and association of nation, and that state still be needed to intervention in religion problem, because otherwise, this state has entered in snaring secular state.

For circle which pro reinforcement of giving more Pendidikan Agama emphasis about the importance of realizing education of religion being based on at religion deed interest and religiosity, remembers the thing is logical consequence from itself religion demand. This condition must soon is pushed, remembers there is various medial worries of public, for example :The first, the existing public very worried of fate of nation future caused by the rising generation which later will lead this nation shows symptom the degradation of behavior that is very significant. Second, Education of Religion taught is the existing have been many shifts to become teaching of religion which only touch cognitive aspect, without accompanied with affective aspect and psikomotoric aspect. This friction causes man is learning religion is not closer with God, instead impressed avoids him.

Third, realized together that the only supporting facilities for controller which can save life of the society in the global era of this dynamics and challenge is religious education. Various excellences of the science and technology theory created by man remain to be just limited, because coming from man who is limited also. sturdy hold and life controller is religious education.

Fourth, governmental sees that in reality, Indonesian public is public believed. Since before independence of Indonesian nation has carried out of religious education, either formally, informally and non formally.

C.4. Discourse at group that is counter of reinforcement the religious education

For party that is disagree assess that regulations of national education system applied to all citizens without differentiating religion, it is of course would be wiser not to mention in a real specific rules explicit refers certain religion. If the thing hardly is needed to gives rule of law to type and education ladder which

certain religion individuality, would be better if type and ladder went to scholl a real typical of carried out by believr each religion. With abundant intervention, means government has dictated any kind of must be done public (people through) via school. Therefore draft of regulations national education system places teacher and student under dictator, dictator a group of politics perpetrator. By this group, draft of regulations national education system doesn't use correct constitutional base, not gives correct argument space from the aspect of didactics, pedagogi, and also methodology and school management. Doesn't surprise, so motivateds it in section stall about religious education, group that is counter have time to menace will release east Indonesian area from republic of Indonesia Unity State.

The party that is disagree reinforcement of religious education in school applies reason as follows. If Education of Participant religion educated must be taught as according to the educative participant religion and by religion teacher which as of educative participant religion, this activity is not executed in school but in " mosque, church and so..."., equally education of religion becomes old fellow responsibility and official member of the religion, non school duty. Gives portion Pendidikan Agama which too big worried of will reduce essence and purpose of education of itself. Of course, purpose of complex and broader education compared to only religion study. Cannot close eyes from reality that study of religion in school exactly bears narrow; tight individuals, which only will receive truth of morale from their religion, what makes the religion as highest directive truth and in turn do not want to receive dimension by truth from other religion. In certain domain of religion expressed as determinant public conflict becomes batches that is each other inimical. Side other of religious education only an indoctrination that is is not teaches educative participant to critical thinking.

The prominent religions and religion teachers ought to lose face when seeing riot so easy to of mass happened after religion issue is exhaled. Indonesian public receives religion values through socialization done by leaders and religion teachers without seeing context which plural. As a result so one contact religions with other religion, distortion easily happened. Very Ironic, understanding of religion only grow vengeance between pemeluk religion difference, rather than loving fellow being. Mentions section about religious education is form of forcing religious education to protege, means " forces religion to public andpeople". Actually state is not confirmed intervence in religion business, including obliging school pupils to study religion, because that thing impinges core from freedom of religion.

Our nation it on the role of religious education in forming nation morale. Though how correlation both the things still be not able yet to be proved, even now shows reality having reverse. It is ironic that Indonesia is state believes in emphasizing religious education in the education system but admission in categorizing state is corrupt. This unquestionable nation leaders of the understanding to religion values, but behavior posed at hardly digress far from values dreamed of the religlous. This assumption actually do not more than frustration expression sees failing it teaching of religion in instituting education. Exemplizeed, if looking into the mirror at other state of which more sekular, simply

arranges life they is more not corrupt, cleaner and civilized if compared to Indonesia which praises the religion. In the word, religious education in Indonesia exactly many experiencing failure compared to achievement of its reality. Time has come education institute becomes an institute liberater public from grinding system, frees man from doctrine that is exactly abstracts x'self from reality. The parties that is counter do not have an eye to lowers role and position of religion in public life, but at least inspiring to reflect again what is the we expect and does we get from study of religion till now. In turn we can consider does oblige education of religion at education institute of school still be relevant?

Morality problem and ethics ought to not merely included at lesson of just religious education but at all of subject. Religion subject ought to become just choice subject of which may be taken or not by educative participant. Religion is region privat, in consequence study of religion ought to become family responsibility and public. If really wish to realize arranging democratic life hence must of freedom owned by public is not merely freedom to choose religion but also freedom is not to choose religion. Study of religious education often pull out a student from its area. Educative participant it is taught that people as of religion is you, though in everyday life of educative participant not merely interacting with *people as of religion, how position of man that is is not as of religion? Of course this only an small example and still many other examples of which is not shows religious education in the relevance. Burdens study of religion at education institute also gristle to condition of being political of religion where religion only as a means of maintains power with justification of power through religious values.*

Reinforcement of religious education in regulations national education system exactly is against certain section in Constitution 1945, and suspected as extention of hand from Jakarta charter which can generate disintegration of nation, eliminates typical of education institute of private sector managed by institution of education to base on certain religion (non moslem). With various theorems to strengthen in the un-agreing of reinforcement religious education, between group that is counter, in this case by association of church (Konferensi Wali Gereja Indonesia) and association of Catholicism education (Majelis Nasional Pendidikan Katolik) proposes alternative of editor formula which says : "..... gets education of religion according to its(the choice and taught by educator which competence, except certain religious identity of which is entitled to arrange them self'.

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