

Reposition Analysis Changes in The Policy of The National Exam Curriculum (UN) Into the Minimum Competency Assessment (AKM) And Character Survey Dunn Version

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Abstract

Analysis of the repositioning of changes to the National Examination curriculum policy into a Minimum Competency Assessment and Character Survey. This analysis is an intellectual and practical activity to make assessments and communicate policies to obtain relevant information. The analysis of the change in UN policy to AKM and the Character Survey does not only analyze data and information, but also pays attention to all aspects that affect the process of making a policy, starting from analyzing problems, collecting information, determining policy alternatives to the delivery of these alternatives to policy makers. The approach in policy analysis uses a descriptive and normative approach. The descriptive approach aims to present information to decision makers, so that decision makers understand the problems that are being highlighted from a policy issue. While the normative approach aims to help decision makers to solve a policy. The evaluative approach, which explains what it is about the results of an effort made by an activity or program. The results of the policy analysis according to Dunn regarding the repositioning of Indonesian Curriculum Policy Changes in the National Examination into a Minimum Competency Assessment and Character Survey do not merely analyze data and information, but pay attention to all aspects related to the process of making a policy, starting from analyzing the problem, collecting information, analysis, determination of policy alternatives, to the delivery of these alternatives to decision makers. The purpose of policy analysis research, according to Dunn, is to explore whether an educational idea is realistic and enables educational policies to be implemented. In this research, it was found that the repositioning of changes to the national exam curriculum policy into a minimum assessment and a character survey of the change in the National Examination policy to AKM and the Character Survey had a lot of pros and cons as well as the impact felt by all parties.

Keywords

dunn version policy analysis;
national examination; AKM;
Character Survey.



I. Introduction

If you want to know what the future of a nation will be, then look at its education. Because education is one of the most important components that determine the fate of a nation. Education is the key to human resource development. The quality of human resources is the key to realizing Indonesia Gold 2045, which is just and prosperous, safe and peaceful, advanced and global. Since then, we have taken efforts to reposition education.

Every education policy as a public policy will influence policy making and decision making in the field of education, both at the national, regional and education unit levels. Every policy related to education will have an impact on decision making by policy makers in the field of education, both at the national and regional levels and at the education unit level.

The existence of *policy makers* from macro to micro levels is no less important to make educational policies that will affect the educational phenomenon that takes place in their respective educational units. As according to Linholm, to formulate policies, we must know who the actors are who participate in the formulation of public policies, both inside and outside the government. Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). The success of leadership is partly determined by the ability of leaders to develop their organizational culture. (Arif, 2019).

In a democratic system, participation in the formulation of public policies will involve unofficial actors. Public participation in political participation for the formulation of this policy is very important and crucial in anticipating the occurrence of curriculum changes.

Also related to the evaluation of education policies to fight for interests and find solutions to overcome obstacles in the formulation of public policies, whose philosophy is to require public involvement from beginning to end. who will be involved, how they will be involved, and effective ways to address the pros and cons of the various interests.

Contemporary education policy issues that have surfaced include the results of the 2018 Program for International Student Assessment (PISA) Survey which showed that Indonesia's mathematics, science, and reading abilities were ranked low. For mathematics, Indonesia is ranked 75th out of 81 countries in the world, with a score of 379. It is very far from other ASEAN countries such as Singapore which is ranked 2nd, with a score of 569.

From the results of the PISA assessment, it puts public pressure on the education curriculum policy which becomes a red report card for the government. The public considers that the Indonesian government has not been successful in providing the right education system. This pressure makes the policy makers feel the need to change policies to improve the quality of the nation's education with the assumption that improving the quality of education will be the same as increasing the PISA score.

The curriculum is the core of the entire education system, making curriculum changes means changing the competencies of teachers, students and school governance, so as to meet the demands of the community and stakeholders in accordance with the results of PISA (Pratiwi, 2019, p. 18).

Changes in curriculum policy, according to Nadiem, explained that the 2013 curriculum has a rigid and inflexible structure, because it has been determined weekly. Second, the material is too dense. Third, our material is sometimes boring. Fourth, digital technology has not been used optimally.

The Challenge of Implementing the 2013 Curriculum , because the impact and guidance on the 2013 Curriculum is not optimal or even ineffective, many teachers fail to understand or do not understand how they carry out learning with this curriculum. Finally, many teachers carry out Teaching and Learning Activities (KBM) with their students, without seeing or reflecting the mandate and philosophical foundation of the 2013 Curriculum. Teachers carry out learning according to their own will, some even apply such as the KTSP curriculum, which is partially. Because the 2013 curriculum is integrative, it is very difficult for teachers to apply it in their respective classes.

The administration of the 2013 Curriculum learning most of the teachers do not understand how to implement the 2013 Curriculum and many still use classical learning methods so that the scientific approach has not been implemented or seen. In addition, complex assessments make teachers overwhelmed and unable to pour it in, don't even understand it. Coupled with the many formats of the 2013 Curriculum administration, teachers are overwhelmed.

Assessment in K-13 makes it difficult for teachers, because there are so many assessment rubrics that must be made and assessment sheets that must be filled in and are complicated.

Another contemporary issue in the 2013 curriculum regarding Graduate Competency Standards (SKL), the problem that arises is, student graduation is determined entirely by the results of the State Examination which only looks at the cognitive domain. Because the questions are in the form of a "paper and pencil test"

On the basis of the above, the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim has officially issued an independent learning curriculum, one of which replaces the education policy on the National Examination (UN) with Minimum Competency Assessment (AKM) and Character Supervision (SK) starting in 2021. Therefore, this policy analysis becomes very important in repositioning government policies so that education must always be strived to run better. This educational policy analysis is a study of applied social science based on rational, factual, clear data to explain, assess and produce the best ideas to solve problems. Based on the above background, the author raised the title "Repositional Analysis". Changes in National Examination Curriculum Policy (UN) to Minimum Competency Assessment (AKM) and Character Survey:

The purpose of this AKM-Related Education Policy Analysis is to analyze this policy as an important action to make a policy, either a new one, or a policy as a consequence of an existing policy so that the government issues a policy to make education in Indonesia continue to run and be in line with developed countries. other.

II. Review of Literature

2.1 Policy Analysis

In general, "policy" is a solution to solving a problem (problem). In its development, policy is often perceived as exactly the same as terms such as politics, programs, decisions, laws, rules and regulations, provisions, agreements, and conventions, as well as strategic plans. Whereas the main focus of policy is public service, which is a set of systems within the state, to improve the quality of life of its people—the people (general, public).

The fact is that the birth of a policy is not necessarily pleasant and acceptable to all parties, but it is possible that the policy will be detrimental if it is not decided. The word policy (Hasbullah, 2015: 37) is a translation of the word "policy" in English which means taking care of problems or public interests, so that the emphasis is on action (products), the word policy when juxtaposed with education is the result of the translation of the word educational policy. which comes from 2 words, so Hasbullah said education policy has the same meaning as government policy in the field of education. If we look again, this education policy is the product of the chosen person or unit, the product of several inputs from all parties for the sake of improving the quality of education.'

According to Duncan MacRae (1976) policy analysis is an applied social science discipline that uses rational argumentation using facts to explain, assess, and generate ideas in an effort to solve public problems (Suryadi, and Tilaar, 1994: 40).

Policy analysis is the application of various research methods carried out by one or a group of policy researchers with the aim of obtaining various data and processing them into information relevant to a policy (*policy information*) which is then used in formulating a complex and complex public problem into a more structured (*well-structured policy problem*) making it easier to formulate and choose various policy alternatives (policy alternatives) to solve a policy problem and be recommended to policy makers (*policy makers*) and make it the basis of information in the decision-making process (Retnoningsih and Marom, 2017).

Patton & Sawicki (1986) stated that, policy analysis is a series of processes in producing policies. In line with this opinion, Suryadi and Tilaar (1994) argue that policy analysis is a method or procedure in using human understanding of and for solving policy problems.

Policy analysis is an important action for making a policy, whether new, or old policy as a consequence of a pre-existing policy (Nugroho, 2004).

III. Result and Discussion

3.1 Dunn's Version of Policy Analysis

The great figure of popular policy analysis, William N Dunn (2004) understands Policy analysis is a problem-solving discipline that draws on theories, methods, and substantive findings from the behavioral and social sciences, social professionals and political philosophy, as always with complex activities, including there are several ways to define policy analysis.

Included in policy analysis according to William N. Dunn, (2004) there are three approaches that can be taken, namely empirical, evaluative and normative approaches. The empirical approach aims to answer the problem of facts, as well as the evaluative approach seeks to find value for something, as well as the normative approach as a follow-up to what the leader should do. The three policy analysis procedures can be explained as in table 1.1 below.

Table 1. Policy analysis procedures by time of action according to Dunn .'s version of policy analysis

Policy Action	Description	Evaluation	Recommendation
Before action (ex-ante)	<i>Prediction</i>	-	Prescription
After the action (ex-pose)	Description	Evaluation	-

In Dunn's (2004) version of the analysis method, there are five procedures that must be passed in a policy analysis process, namely:

1. Definition: Generate information on conditions that give rise to policy problems.
2. Prediction: Provides information about the future consequences of implementing policy alternatives, including if doing something.
3. Prescription: Provides information about the value of future policy consequences.
4. Description: Generates information about the current and past consequences of implementing policy alternatives.

5. Evaluation: The usefulness of policy alternatives in solving problems.

Policy analysis can predict what will happen if an alternative is chosen, or determined and implemented, predicting what will happen next, how the impact of that policy will be, if not done what policy alternatives should be done, what challenges will occur in terms of political, social and environmental conditions. , and the culture is not implemented.

There are five stages of policy analysis, problem formulation, forecasting policy alternatives (predictions), recommending policy implementation (prescriptions), monitoring policies (descriptions), and policy performance. A more complete explanation of the stages of analysis is described in a separate subject.

Dunn's version of policy analysis is policy analysis which is understood as an intellectual and practical activity that aims to create, critically assess, and communicate knowledge in the policy analysis process .

According to Dunn, policy analysis is an applied social science that uses various research methods and arguments to produce relevant information in analyzing social problems that may arise as a result of the implementation of a policy.

The stages in the policy-making process according to Dunn are as follows:

1. Agenda Preparation Phase (Agenda Setting); here elected and appointed officials place policy issues on the public agenda.
2. Policy Formulation Phase; here officials formulate alternative policies to address the problem.
3. Policy Adoption; here policy alternatives are selected and adopted with the support of the majority and/or institutional consensus.
4. Policy Implementation (Policy Implementation); here the policies that have been taken are implemented by the administrative units by mobilizing their own resources, especially financial and human.
5. Policy Assessment (Policy Assessment); here the auditing and accounting units assess whether the policy-making and policy-implementing institutions have complied with the policy-making and policy-implementation requirements that have been determined.

In the stages above, it is always accompanied by a policy analysis procedure, which starting with problem formulation, forecasting (prediction), recommendations, monitoring and evaluation. This analytical procedure is used to transform scientific information become a policy relevant information. Thing the could seen on scheme following:

The above stages are always accompanied by a policy analysis procedure, which begins with problem formulation, forecasting (predictions), recommendations, monitoring and evaluation. This analytical procedure is used to convert scientific information into policy relevant information . This can be seen in the following scheme: 9

The five stages of policy-making that are considered parallel to the stages of policy analysis are:

Analysis Policy	Making Policy
Formulation Problem	Compilation Agenda
Forecasting	Formulation Policy
Recommendation	Adoption Policy
Monitoring	Implementation Policy
Evaluation	Evaluation Policy

In more detail, the policy analysis process is described as follows:

1. Formulate the problem. The phases of problem formulation include problem finding, problem definition, problem specification, and problem identification.
2. Forecasting the future. procedures for generating actual information about future social situations based on existing information.
3. Policy recommendations. The task of making policy recommendations requires policy analysis to determine the best alternative with regard to ethical and moral issues. In the policy recommendations there are six main criteria, namely effectiveness, efficiency, adequacy, equity, responsiveness, and feasibility.
4. Monitoring of policy results. Monitoring has four functions in policy analysis, namely explanation, accounting, inspection and compliance.
5. Evaluation performance policy . Evaluation emphasize on creation of value premises with the need to answer questions "What difference does it make?"

According to Dumm analysis policy taken must could answer three type question that is:

1. Score, which achievement is benchmark measuring main for evaluate is something problem solved.
2. Fact, which his existence could limit or increase achievement score- score.
3. Action, which implementation could produce achievement values.

3.2 Approach in Policy Analysis

The approach in policy analysis uses a descriptive and normative approach. in reviewing the repositioning analysis of changes in the Indonesian curriculum policy regarding the national exam into a minimum competency assessment and character survey. The descriptive approach aims to present information as it is to decision makers, so that decision makers understand the problems being highlighted from a policy issue. While the normative approach aims to assist decision makers in providing ideas so that decision makers can solve a policy. Duun added one more approach that is in line with the descriptive approach, namely the evaluative approach, which is to explain what it is about the results of an effort made by an activity or program.

The normative approach, which is often also called the perspective approach, is an effort in science to offer a norm, rule, or recipe that can be used by users in solving problems. The purpose of this approach is to help make it easier for users of research results to determine or choose one of several options for the most efficient way or procedure in dealing with or solving problems. Data collection techniques through documentation techniques, library research and field observations. The data analysis technique used descriptive technique. Analytical descriptive how to reduce data, display data and make decisions.

3.3 Analysis According to Dunn in Policy Repositioning of National Examination Changes to Minimum Competency Assessment and Character Survey

a. Formulation of the problem

Problem formulation is the most basic stage in the formulation process policy. Because this stage is to formulate what exactly is the problem policy for quick solved. Stages start from confession or "feel it" existence" something situation problem. Displacement from situation problem must through something "search problem" which still multi interpretation, then the shift to a paradigmatic problem (substantive problem) is passed through "problem definition", until finally a problem specification can be found then becomes the agenda setting of a policy (formal problem). From trouble formal which has Specific Becomes policy, then return again on situation problems that are the result of "problem recognition". In problem formulation is a crucial point that requires goodwill or commitment from the authorities government, so that the stages that are passed can produce classification by clear and assertive, where which including problem private and where problem which is a public problem.

by general, Analysis Dunn could applied in Plan policy government for reposition According to the Minister of Education and Culture, so far the material for the national exam is too dense so that the focus of students tends to memorize the material and not on learning competencies . This creates a stress burden on students, teachers, and parents, because the national exam is actually an indicator of student learning success as individuals. "Even though the purpose of the UN is to conduct an assessment of the national education system. So the UN only assesses one aspect, namely cognitive, not even all cognitive aspects. UN is more master of the material, has not touched the character of students who are more holistic, "said the Minister of Education and Culture. He added, nationally, education does need benchmarks. But what is being measured and who is being measured will be changed through the implementation of the Minimum Assessment and Character Survey.

It can also be said that the National Examination after being held for more than 10 years is an example of the failure to implement policies or programs launched by the government, which have no impact on the results of PISA, as one of the benchmarks for the quality of a country's education. The year 2018 shows that Indonesia's math, science, and reading abilities are in a low rank. For mathematics, Indonesia is ranked 75th out of 81 countries in the world, with a score of 379. Very far from other ASEAN countries such as Singapore which is ranked 2nd, with a score of 569. The release of Pisa results on December 3, 2019, shows that Indonesian students' reading scores are at ranked 72 out of 77 Countries, math scores ranked 72 out of 78 countries and science scores ranked 70 out of 78 countries. This result is a decrease compared to the 2015 Pisa results, where the reading score of Indonesian students is ranked 65, science is ranked 64 and mathematics is ranked 66.

There are six factors that determine the failure or failure of the policy implementation process, namely 1) the quality of the policy itself, including; clarity of purpose, clarity of implementor or person in charge. According to de Leon (2002), the quality of policy will be largely determined at the time of policy formulation, when it is formulated democratically, it will provide opportunities to produce quality policies. 2) adequacy of policy inputs (especially budget). According to Wildavsky (1979), the amount of the budget allocated to a policy shows how much political will the government has for the problem to be solved. It can be said that the size of the budget allocation shows the government's high commitment to the policy, and the chances of success are also high. 3) the accuracy of the instruments used to achieve the policy objectives (services, subsidies,

grants, etc. 4) the capacity of the implementor (organizational structure, human resource support, coordination, supervision, etc.). 5) the characteristics and support of the target group, greatly affect the policy implementation process. The target group in question, for example, are individuals, or groups, women or men, educated or uneducated, etc. 6) the conditions of the geographical, social, economic and political environment in which the implementation is carried out.

b. Policy Formulation

According to Dunn, the second stage in policy analysis is conducting policy forecasting . Policy forecasting is a procedure for making factual information about the future social situation regarding education that will be carried out by the government. The trend towards world education is initiated by countries that are members of the OECD (Organization for Economic Cooperation and Development) to

assist countries in preparing human resources so that they have competencies as expected in the international market. PISA is the OECD Program for the Assessment of International Students. PISA measures the ability of 15-year-olds to use their reading, math and science knowledge and skills to meet real-life challenges. The main features of PISA (Program for International Student Assessment) are (OECD, 2018-2022: 1) PISA is policy-oriented. The reporting method is adapted to the needs of the government which can describe the right policy for the country. 2) The concept of literacy is innovative. Students are enabled to apply knowledge and skills in the subject being tested as well as to communicate and problem solve. 3) Relevant to the concept of life long education . 4) PISA data is released continuously and is carried out regularly so that it allows a number of countries to continuously evaluate their education system. 5) in 2022 the comparison countries are quite wide because more than 90 countries are participating. 6) PISA describes children's behavior, children's learning conditions, children's backgrounds, how to teach teachers.

Through PISA, every policy maker can measure the knowledge and skills of students in their own country by comparing their achievements with other countries. The results of literacy, numeracy, and science achievements from PISA will always be used as a policy reference in improving education by conducting a Minimum Competency Assessment (AKM).

The Minimum Competency Assessment and Character Survey are held on the basis of cooperation between the Ministry of Education and Culture with educational organizations both domestically and abroad such as the OECD (Organization for Economic Cooperation and Development). This step is taken so that the assessment has good quality and is equivalent to international quality while still prioritizing local wisdom.

c. Policy Recommendation for Minimum Competency Assessment and Character Survey

The Minimum Competency Assessment (AKM) is a basic obligation required by all students to be able to develop their own capacity and participate positively in society.

Standardization of AKM measurement, namely reading literacy and mathematical literacy (numbering), scientific literacy and character survey. In both reading and numeracy literacy, the competencies assessed include logistical thinking skills, which are competency assessments needed by all students to be able to develop their own capacities and participate positively in society.

Measurement of AKM consists of , namely reading literacy, mathematical literacy (numbering), scientific literacy and character surveys. The four aspects assessed, the

competencies assessed include systematic thinking skills, reasoning skills using concepts and knowledge that have been learned, as well as skills in sorting and processing information. AKM presents problems with various contexts that students are expected to solve using the literacy and numeracy competencies in question. So that the Minimum Competency Assessment is carried out not based on subjects or mastery of curriculum materials as applied in the national learning AKM policy is not based on subjects and mastery of the material. However, the minimum competencies or basic competencies needed by students to be able to learn character surveys.

The character survey will be used as a benchmark to be able to provide feedback to schools in order to create a school environment that makes students happier and stronger in understanding and applying the principles of Pancasila.

d. Policy Monitoring

The first stage of monitoring AKM, has begun with the socialization of objectives AKM, that AKM is one of the reasons for pursuing the decline in the quality of Indonesian education . Based on the PISA score, it can be used as an indicator of the quality of a country's education. AKM does not evaluate graduation student, but the emphasis for measure ability school in prepare student so that capable compete with world international, in Welcoming 21st century skills, where reading literacy , numeracy , science and character surveys are one of the indicators for determining the quality of education. The World Economic Forum (2015) defines six literacy basic, namely (a) literacy, (b) numeracy, (c) scientific literacy, (d) digital literacy, (e) financial literacy, and (f) cultural literacy and citizenship.

The second stage is related to sufficient input or budget allocated for activities This AKM does not seem to be an obstacle, especially socialization using internet media, more effective and efficient in implementing a policy. AKM who will held year 2021, Ministry of Education and Culture already socialize when implementation Exam The last national event was held, in 2019, by inserting AKM questions as a form of socialization to education units, especially education personnel in basic education units and medium.

Stage third, is accuracy instrument which used for reach destination policies, in terms of AKM policies, the instruments used are appropriate, for example by Service activities in disseminating the AKM program have been carried out through a number of media. Training activities wrong instrument shape which is conducted ministry of education, with practice para regional facilitator, for socialize AKM to schools.

Stage fourth, prepare capacity implementors, that is ability para steakholeder which related with implementation AKM. Ministry of Education and Culture, through director general ministry of education, as well as derivative, through services education level province, and city, Ministry of Education and Culture, intensively implements school principals gradually, through trained AKM implementer facilitators. In addition, to teachers d teachers in education units are offered independent and virtual guidance and technology guidance. This stage has been carried out since entering the 2020-2021 school year. These stages are supported by response positive from schools, fine from principals, teachers, as well as students.

The fifth stage, the implementation of the Minimum Competency Assessment and Character Survey will be carried out in the middle of the education level, not at the end of the level as in the implementation of the national exam. The Minister of Education and Culture stated that there are at least two reasons why the implementation is carried out in the middle of the level. "First, if it is carried out in the middle of the level, it will be able to provide time for schools and teachers to make improvements before the child graduates at

that level. Second, because it is carried out in the middle of the level, so it cannot be used as an alternative. a student selection tool, so as not to cause stress to children and parents due to formative exams," he said.

e. Process Testing or Assessment Policy

The study of the substance of the curriculum policy argument is intended to test whether something idea enough realistic. In the process of testing the UN to become AKM, the minister mentioned AKM as a prototype curriculum for get proposal policy which tested possibility implementation based on analysis economy, education, political, sociological, and administrative so that every idea of renewal can actually be held in accordance with condition objective which there is. In To do analysis education meant for see is something idea education enough realistic and enabling policies education is applied

Policy testing AKM could walk fluent, because has started with information delivery or outreach activities to the target group. The aim is that the target group understands the policy to be tested , so that they can participate active in effort realize goals policy. Information which delivered including a complete explanation of; a) policy objectives, b) benefits and advantages that will be felt by the target group, c) involved, and d) the mechanism of activities of a program or policy.

Information delivery activities or socialization of AKM activities are carried out in two ways: events, directly and indirectly. The minister directly gave a lecture by virtual which uploaded in channel Youtube or page ministry of education, dialog interactive on webinars which held ministry of education, socialization by para facilitator which trained, directly to school principals, through the education office at the provincial level, region or level County town. Socialization AKM by no done right away using media, such as pocket books about AKM, youtube channels, information through info graphics, websites, social media.

Socialization activities in the era of democracy, view that society is not passive , and the target group is not an object of policy. So it can be said that community/group target involved by active in every formulation, so that desire for realize good governance could realized, that is with existence involvement of government, community and private sector in policy making. So that the concept of public socialization needs to be replaced with the concept of public consultation, which requires existence community involvement active in process policy formulation.

Public consultation activities related to AKM activities seem to have started carried out by the Ministry of Education and Culture, although the target is not all stakeholders are involved, especially private party. The activities carried out are to encourage schools, in this case students, to teachers and principals, to start learning, understanding and implementing process learning which push participant educate for have Skills think high level. Because one of the success achievements of AKM, is that students have ability reasoning power high, through literacy and numeracy.

After the socialization process, the next activity is delivery activities , namely: activity for convey policy output on group target. Activity this can is said to be a policy implementation activity (Ripley 1985). Purpose of delivery activities is arrived policy output on group target. shape can in gift service free, realization help in form grant. delivery activities could said succeed if service or grant received group target with good, that is if appropriate time delivery, right quantity, right quality, and right target.

Delivery activities AKM, beginning will held around month April, however However, due to the Covid condition, AKM activities will be carried out in the academic year 2021-2022, in odd semesters. When the policy output has reached the target group,

then it can be said that the policy has caused an effect or initial outcome , namely: the direct impact felt by the target group when there delivery activities a policy output to the target group. Furthermore, the policy output is used by the group target.

3.4 Instrument Policy testing AKM

Still in Ubarsono, quoting the opinion of Howlett and Ramesh (1995 : 80-98), policy instruments are also called policy instruments. In implementing the policy, the government uses an instrument or tool so that the policy can be implemented successful according to policy objectives and right on target. Some of the policy instruments that become tool for implementation policy, that is; Instrument Volunteer (voluntary instruments), Instrument Required (Compulsary Instruments), Combined Instruments. (Aisah, 1921)

a. Volunteer Instruments

Voluntary Instruments are voluntary instruments having the characteristics of little or almost no intervention from government, because the government believes that it can be done by (a) households and community, this instrument is an important tool for the implementation of economic policy and social, especially when the government is privatizing. The reasons for using this instrument, because the use of costs is more efficient, and has full support. Instrument use volunteering in the household and community. (b) organization volunteer, is tool which efficient for service economy, social, health and education in the community. Various community organizations play a role in help serve in the field of education, social, such as establishing clinics, schools/institutions education or social institutions. And (c) private market (private market) to provide private goods that society needs more efficiently .

b. (Compulsary instruments)

According to Howlwt and Ramesh (1995: 87) Mandatory instruments are instruments that direct, coerce or direct the actions of individuals and companies with political grounds often said as instrument instructions or action direct to the target. The government has the authority to give instructions to citizens to take certain actions. Mandatory instruments consist of (a) Regulation regulations ; The goal is to limit the behavior of individuals, community groups, and companies. Regulation in determination standard, procedure license, prohibition of doing something, or an order to take action. (b) Public company public enterprise ; on generally the stock owned government in on five twenty percent, management controlled by the government and its products are in the form of goods that are needed by many people. (c) Direct provision of direct policies; This instrument is a government service in the field of services and goods directly financed and managed by government.

c. Mixed Instruments

Mixed Instruments The combined instruments include (a) Information and exhortation of information; is a tool that can influence individual behavior know group (b) subsidies subsidies; all help n financial government to the target group (c) Auction of Property Rights, setting right owned by ; control all form activity which could harmful Public, like use water, waste management, so that interest public can protected, and (d) Tax and User Charges, taxes; is a mandatory payment from an individual or company to government, for increase income government, however tax is instrument for arrange p e behavior individual or group.

Instruments The AKM policy testing instrument seems to have involved three or more tools instrument. Voluntary Instruments, involving parents who are very enthusiastic to

welcome AKM policy, as a substitute for the UN. They think that AKM saves their sons and daughters from condition stressed, where UN During this determine graduation, as well as determine the choice of school for the next level. Parents, especially mothers, very enthusiastic to understand what AKM is, and their curiosity, is an entry points for Ministry of Education and Culture which by no direct as instrument in socialization implementation of AKM.

Mandatory instruments for AKM policies, of course, are school principals, educators and education, which will be directly targeted by AKM results. For being a tool or mandatory instrument in AKM activities, then they become the target of this policy. Results AKM, made indicator success teacher in To do process learning, and success principal as top manager in unit education.

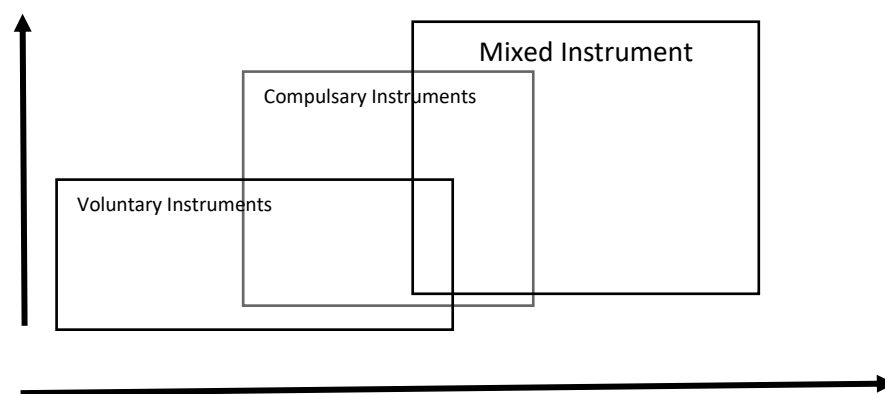


Figure 1. Policy Implementation Instruments

After the testing process for arrange behavior individual or group. For for further details could seen on picture on below alternative testing instrument for the UN policy to become AKM, seems to have involved three tools or instrument. Voluntary Instruments, involving parents who are very enthusiastic and welcoming AKM policy, as a substitute for the UN. Based on the results of the Ministry of Education and Culture's information collection, they consider that AKM saves their sons and daughters from condition stressed, where UN During this determine graduation, as well as determine the choice of school for the next level. Parents, especially mothers, very enthusiastic to understand what AKM is, and their curiosity, is an entry points for Ministry of Education and Culture which by no direct as instrument in socialization implementation of AKM. However, there are also some who have doubts about the AKM and this Character Survey. This is in accordance with the results of Safitri's research, (2019) which states that with the change in the national examination system to AKM and character surveys, there are many pros and cons as well as the perceived impact of teachers, guardians and students, causing problems for this change. The data obtained by research regarding the opinions and impacts felt by teachers, parents and students can be a tool in solving problems and can find out how many are the pros and cons of changing the system.

Mandatory instruments for AKM policies, of course, are school principals, educators and education / learning citizens , who will immediately become the target of AKM results. For being a tool or mandatory instrument in AKM activities, then they become the target of this policy. Results AKM, made indicator success teacher in To do process learning, and success principal as top manager in unit education.

IV. Conclusion

Analysis policy according to Dunn regarding repositioning Changes in Indonesia's Curriculum Policy National Examination Becomes a Minimum Competency Assessment and Character Survey does not solely to do analysis to data and information, will but notice whole aspect which concerning process making something policy, start from analysis of the problem, collection information, analysis, determination alternative policy, until to delivery alternative it against the maker decision.

According to Dunn, policy analysis is an approach in analysis After the public policy and testing had been carried out, the government finally determined and made a decision that the prototype curriculum had been turned into an independent curriculum in conducting AKM and Character Surveys for the following year. After a public test, an AKM policy will be successful if it begins with communication in the form of socialization, conveying the objectives of the AKM policy, involving the target group and high financial support. Besides that, the mechanisms and strategies for implementing AKM strategies are a bridge to a successful AKM implementation and policy and character surveys as a substitute for the National Examination.

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