Actor Interventions in Influencing Education Policy Formulation: A Case Study on Integrated Curriculum Formulation

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ABSTRACT

This study analyzes the education policy process formulated by the actors. The specific purpose of this research seeks to reveal and analyze how the official actors (state actors) and informal actors (non-state actors). The research method used is a qualitative method with a study case approach. The results show that the problem of intervention by formal actors is still very serious to persuade integrated curriculum, it affects the synergy of collaboration between formal and informal actors, so that the integrated curriculum programs are formulated give rise to different interpretations and meanings between implementing agencies. A policy of providing education does not reflect the privileges of Acehnese education. The research findings indicate that there is no derivative policy that regulates the formulation of an Islamic values-based curriculum in more detail. Actor analysis and typology of political strategy, namely positional strategy; power; player; and perception strategies, are used in this research. In addition, this research is expected to overcome the ignorance of various parties regarding the process behind the formation of a policy and the implications of the unrealized implementation of Islamic values-based Aceh education.
Keywords: actors, policy formulation, integrated curriculum

ABSTRAK

Penelitian ini menganalisis proses kebijakan pendidikan yang dirumuskan oleh para aktor. Tujuan khusus penelitian ini berupaya mengungkap dan menganalisis bagaimana aktor formal (*state actor*) dan aktor informal (non-state actor). Metode penelitian yang digunakan adalah metode kualitatif dengan pendekatan studi kasus. Hasil penelitian menunjukkan bahwa masalah intervensi oleh aktor formal masih sangat serius dalam perumusan kebijakan kurikulum terpadu, hal itu mempengaruhi sinergi kolaborasi antara aktor formal dan informal, sehingga program kurikulum terpadu yang dirumuskan menimbulkan interpretasi dan makna yang berbeda, antar instansi pelaksana. Oleh karena itu, kebijakan penyelenggaraan pendidikan tidak mencerminkan keistimewaan pendidikan masyarakat Aceh. Temuan penelitian menunjukkan bahwa tidak ada kebijakan turunan yang mengatur perumusan kurikulum berbasis nilai Islam secara lebih rinci. Selain itu, penelitian ini diharapkan dapat mengatasi ketidaktahuan berbagai pihak yang terlibat dibalik proses pembentukan suatu kebijakan dan implikasi dari belum terealisasinya implementasi pendidikan Aceh berbasis nilai-nilai Islam.

A. INTRODUCTION

Public policy is a political decision made by the government in changing aspects of the government's behavior or social groups in carrying out a goal by forming several policies (usually complex) (Howlett, 2014:188). Public policy is an action that is intentional and binding and designed by elements of the state who are responsible for influencing people's behavior (Serema, 2013:215). The policy formulation process looks at the aspects that have implications for the policy, while the aim is to reduce the possibility of the emergence of unwanted problems from an impact (Barthwal and Sah, 2008:459).

Policy formulation is one of the most interesting studies in the study of public policy. In achieving the policy's objectives, efforts are needed to create a policy typology so that policy analysis and decision-making processes can be understood more clearlys (Lowi, 1972: 300). Theodore Lowi's rationale is that if the type of policy is identified, it is easy to predict the type of politics that will follow it. Lowi emphasized the importance of typologies or policy classifications as the basis for a better understanding of the structure of various political interests and how these interests influence the policy-making process. The basic assumption is that policies determine politics. Lowi's policy typology is distributive, redistributive, regulatory, and constituent. Distributive policies are policies that can distribute benefits and protections to each individual, such as public works policies and agricultural policies. Redistributive policies, unlike distributive policies, target specific groups of people such as welfare, social security, and income taxes. Regulatory policies aim to directly influence the behavior of certain individuals or groups of individuals through the use of sanctions or incentives (Heckathorn and Maser, 1990: 102).

The researchers conducted this research by looking at the interaction between policy-making actors in policy formulation, leading to a bargaining process between policy-making actors. The actual practice is the power that is always defined by several people, rather than only held by one person, so the conclusion is that the policy formulation process is a complex process in which institutions, people, or groups These groups exert power and influence over one another.

Public policy makers usually face situations where decisions are made in complex administrative and legislative situations involving many actors, often involving multiple levels of institutions, both within one government or between governments, or both. Carole

Weiss states that many actors interact in different arenas and decision making usually occurs in several rounds or phases where individual decisions in each stage accelerated to get the final result. Oftentimes, the bargaining that occurs between these actors is not carried out for the interests of the people but is used to achieve interests and power (power).

Interaction between actors will bring together the interests of each actor, and takes place throughout the formulation and implementation of public policy. This interaction that creates an opportunity to accommodate each other's interests actor. In every policy change, proposed three underlying streams, namely the existence of a connection between issues, policies, and politics. Kingdon's model shows that all three streams can operate simultaneously independent of each other, all three need to be unified so that the policy redistribution desired can appear. The problem stream emphasizes the creator's policy to choose a policy that is seen as more urgent and significant to be resolved soon. The policy stream emphasizes giving various alternative solutions to solving policy problems. Political flow (politics stream) refers to political factors that influence the policy agenda such as changes in elected officials, political climate and the voices of opposition groups.

An actor is a person or actor who is involved in the process of formulating policy formulations that will provide support and demands and become the objectives of the policies generated by the system policy. The most dominant actor in the stage formulation of policies with internal demands, in the sense of having the power or authority to determine the content and provide legitimacy to the formulation of the policy, is called the policy maker (policy maker). A policy decision is the result from the interaction between the respective policy actors have the skills to influence, the will to use resources, and have the resources of influence

Politics and education are fields of study that involve many fields of social science, these two fields need each other in realize the ideals of a democratic, just, advanced, prosperous and intelligent. On the idea of The Dakar Framework For Action said that education is a human right, the key sustainable development, peace and stability in a country. Education is a human right that must be fulfilled. By The etymology of politics comes from the medieval French word Politique which means: taken from the Latin word "politicus" or from the Greek word "politicos" (Merriam Webser's Unabridged Dictionary).

Many experts have worried that national education nowadays, has become the subordination of political forces practical. This means that education has been included in the scene seizure of power by political parties. Education is no longer aims to build the whole person, but to build the power of certain political parties for the benefit of the group or their own group. In this view, politics is determined by

There are two paradigms, namely the technological paradigm and the economic paradigm. The technological paradigm puts forward physical development that ensures comfort of human life. While the economic paradigm emphasizes to the achievement of modern life in the sense of fulfilling worldly material needs, but putting aside non-worldly materialist needs

All parties must formally address the complexity of the problem of formulating education policies in Indonesia as those in charge of education. The development of the education administration system is inseparable from the curriculum design that underlies the goals and strategies of how the system is run. Historically, curriculum education is the basis for the implementation of national education, which is also influenced by the dynamics of changes in cultural politics and technological demands. A good policy formulation must be able to predict the impact or implications when a policy is implemented. The inherently political nature of the policy formulation process shows how governments seek to protect their interests and the interests of their own constituencies rather than present challenges to achieving public policy alignment. A strong network of actors, including non-state actors, can use a variety of strategies to influence the policy formulation process (Bertscher, London, and Orgill,s 2018:789).

The regent of Aceh Besar stated that his party was committed to ensuring that the integrated curriculum could truly become a program that clearly felt its impact on the generation of Aceh Besar."Building an education system like this, is not as fast as building physical facilities, but it will take 5-10 years to see the impact, for that we need a grand design in such a way, it should not zigzag, it must be straight and there is a good roadmap where we are going. go," he added. In fact, continued Mawardi, currently his party together with the Aceh Besar DPRK are also drafting an integrated curriculum qanun which is being studied academically, so that it has a legal basis, and can be continued by the Aceh Besar Regency Government in the future," Mawardi Ali hoped. Meanwhile, the Head of

Disdikbud Aceh Besar, Silahuddin said that this integrated curriculum has been implemented in several schools in Aceh Besar. Now there are 33 schools that have implemented an integrated curriculum program, 23 elementary schools and 10 junior high schools.

Based on this information, achievement of macro indications is one step ahead compared to other regions in Aceh Province because North Aceh Regency already has the North Aceh qanun, which has contributed significantly to the implementation of the qanun, as well as in the process of revising the formulation of the qanun based on Islamic values. It is indicated that the formulation of an integrated curriculum is very important to involve elements of a good network between actors so that the integrated curriculum can be realized following the values of developing character and moral education, following the mandate of Qanun No. 4 of 2012 in.

The above phenomenon indicates that the integration curriculum policy formulation process is still full of between actors, the elite government actors, namely the Regent and the legislature, expect the integrated curriculum to include national and Islamic subjects by presenting dayah teachers to every basic education unit, while other institutions implementers consider that the policy imposes a burden on the state budget, where there is budget inefficiency when it comes to hiring teachers from religious education backgrounds to teach in general education because there is more than 30 percent of teaching staff in basic education units. in North Aceh Regency still has an honorary status. Meanwhile, the ulema's consultative assembly argued that if you want to implement an integrated curriculum, you must adopt the same curriculum in dayah education. Then from the side of National policy, it is also very minimal to provide time for applying an Islamic-based local curriculum, including 34 hours of subjects in basic education, only 4 hours for regional subject content. Therefore, central curriculum policy interventions are still very dominating, and intervention is still high elite actors in formulating the integrated curriculum. This phenomenon attracts researchers to examine why actor intervention is still happening in curriculum formulation integration in basic education in North Aceh Regency.

B. METHOD

This research uses qualitative research methods with a study approach case (case study). This research method is used in order to get a description and an overview to find out the role of actors in the formulation of shrimp pond relocation policies which is located in Aceh. Banister (Banister et all, 1994; Herdiansyah, 2010:32) stated that qualitative research as a methodology to uncover and provide description of a phenomenon, as a method for exploring the phenomenon and as a method to provide an explanation of the phenomenon under study. This qualitative research was chosen because the author wanted to look in depth about this phenomenon. The single case study was chosen because of this approach allows for empirical research which focuses on contemporary phenomena (cases) in depth in the context of the real world (Yin, 2014:9), and when there is no real difference between the phenomenon and the socio-political context and economy. Where there is no real bond between socio-political phenomena, the framework conceptual can guide the collection and analysis of data and support generalization of analysis (Yin, 2014:9).

This study uses the theory of Robert K. Yin, with a case study research approach that was equipped with several data collection techniques to achieve the research objectives. The data was collected by revealing the phenomena that focus on the research. It uses triangulation techniques by combining data collection techniques: observation and Focus Group Discussion, and in-depth interviews.The data analysis technique is carried out through the data analysis process by examining all the data obtained; after being studied, it is studied, then conducting data reduction by making abstractions, then arranged in units, and categorized in the next step. The data analysis carried out in this study is to process the temporary results into the substantive theory to explain the pattern or category into the relationship between several relevant concepts. The final step is to conclude from the results of the compilation of the data as a whole.

C. RESULTS AND DISCUSSION

The government is responsible and ensures that a policy formulated is right for citizens who expect a better future, such as increasing living standards, good education, increasing attention to good health, and improving better governance (Metfula, Kunyenje, and Chigona 2016:139). Some policies emerge from a process of bargaining and cannot be

considered something that has been "designed" and has heavy meaning. However, this precise policy process emerges as a variety of articulations, reflecting differences between governments and actors in any form and giving rise to certain problems (Ingraham 1987);(Howlett 2014:188).

Decision making has a variety of styles which consist of six main contextual variables; first, the number of agents (decision-makers); second, organizational arrangements; third, the extent to which the organization is isolated from other organizations; fourth, the extent to which the problem is well identified; fifth, the availability of complete, accessible, and understandable information about the problem and potential solutions, and lastly, the amount of time available to make decisions (Howlett 2007:662).

The meaning of actor in public policy is always related to the actors and determinants of a policy that interact and build relationships at every stage of the public policy process. Bargaining takes root when there are several actors or groups of actors, each of which has a certain authority and position but can make adjustments that can be built-in policy discussions. Meanwhile, according to Anderson, the bargaining stage can occur in three forms, namely negotiation, give and take, and compromise. The initial stage is to form opinions from the actors or commonly known as negotiation. The negotiation process will lead to a compromise process between each actor to make adjustments to the concepts or ideas of other actors to obtain mutually agreed policies (Anderson, 1984); (Rijal, Madani, and Fatmawati, 2013).

Many actors are involved in policy formulation; both state and non-state actors can even be called official policy-makers and non-governmental participants. Official policy-makers have the legal authority to be involved in the formulation of public policies. The actors consist of the legislature, executive, administrative bodies, and courts. Meanwhile, the actor who plays a big role in the formulation of this policy is the court which is considered through their authority to review policies and interpret the law. Courts can also influence the content and form of public policy (Anderson, 1984). During the policy formulation process, policy-makers must develop goals and ways to solve problems to obtain alternative policies that can be taken (Jann and Wegrich, 2017:1137).

Policy networks are considered a power-dependent relationship between the government and interest groups, such as exchanging resources until a negotiation process

occurs Borzel (Metfula, Kunyenje, and Chigona 2016:140). The policy network also becomes a structure or network in a group and entity as actors who regularly participate in making decisions in certain policy areas. In some cases, both groups or special entities have a strong relationship with the government so that other interests are not taken into account or sidelined. This is often done by special actors with great and dominant power (Moran, Rein, and Goodin 2008);(Metfula, Kunyenje, and Chigona 2016:140).

The influence of interest groups in policy decisions depends on many factors concerning membership sizes, finances and resources. other sources, the cohesiveness, the skill of the person leading the group, exists whether or not the organization competes, the behavior of government officials, and the place decision making in the political system. Influence economy and resources are so great that it is likely that alternatives the chosen policy will benefit the interest group. Political parties are used as a tool to gain power. In society In modern times, political parties often carry out "interest aggregation". Parties seeks to change the demands of society or the problems of groups interest groups into policy alternatives. On policy formulation In this case, political parties are not involved. The policy area in the district does not require and do not attract the attention of political party actors. Political actor felt there is no need to play in this policy because this policy has a large scale small and this policy is deemed not to have much effect on political parties when implemented.

The indicators used in the formulation of integrated curriculum policies include the stages of policy formulation, models of policy formulation, actors in policy formulation, and values and interests that underlie the behavior of actors in policy formulation. The research analysis shows that the formulation of integrated curriculum policy in basic education in North Aceh Regency is a combination of various models of public policy formulation, namely institutional, elite and public choice models.

The actors in formulating an integrated curriculum between general education and Islamic education in basic education are the dominant actor or single actor, namely the Regent who issues the Regent's Decree to determine the policy. Meanwhile, Regional Representatives only play a role in the proposal because, without a regional regulation that regulates the education policy, the legislature cannot deepen the policy material. The values used by the actors are political, organizational values, personal values, and policy

values. The interests used are political interests, public interests (public interests), and personal interests (private interests). However, the values and interests that are most dominant are political values and interests. In addition, the impacts of this policy are found to be pros and cons in society, policy problems without local regulations, education discrimination, and regional readiness. The results of this study indicate that the North Aceh District government in establishing a public policy should pay attention to the stages of policy formulation, immediately institutionalize policies by making regional education policy regulations, involving policy actors from various elements of society in policy formulation, overcoming various impacts arising from the existence of the policy.

The Field of Vocational High School Development is an element of technical implementer in the field of curriculum development and assessment, student and character building as well as institutional and vocational alignment. The Vocational High School Development Sector has the task of carrying out curriculum development and assessment, student development, development character, institutional development and vocational alignment. In order to carry out the tasks as referred to in Article 18, the Vocational High School Development has the following functions:preparation of materials for the formulation and coordination of policy implementation in the field of curriculum and assessment, institutions, students and development vocational high school character; implementation of policies in the field of curriculum and assessment, institutional, students and character building of vocational high schools; preparation of facilitation materials for vocational high school industrial cooperation; implementation of technopark development in high school environment vocational; preparation of materials for determining high school local content curriculum vocational; preparation of materials for issuance of establishment permits, arrangements, and closures vocational high School;

In the preparation of the 2017-2022 strategic plan, analysis is needed educational problems for the 2017-2022 period as a reference to find out problems faced. Based on various reports and input from District/City problems can be described as follows:

Table 1
Identification of Aceh Education Problems

Problems	Problem details
Facilities and infrastructure education	Uneven distribution of facilities and infrastructure in rural areas, especially in the 3T area; Limited availability of gifted schools; Limited technology-based learning facilities and media Information and Communication; The standard of study room, teacher's room, head room has not been fulfilled schools, laboratory rooms and library rooms; Limited facilities and infrastructure to support student activities in school; There are no student transportation facilities available throughout regency/city; The arrangement and maintenance of unit assets has not been maximized yet education; The arrangement and maintenance and security have not been maximized school environment; The standard of facilities and infrastructure in schools has not been fulfilled boarding house; Unfulfilled educational support facilities and infrastructure islamic; Limited facilities and infrastructure as well as educational facilities special needs.
Public Service and Education Governance	Lack of socialization of regulations related to rules and policies education; Lack of openness of public services and information in education units; Weak budget management in schools; Low support for school accreditation acceleration; Low stakeholder understanding and information on regulation of education funding sourced from public; Not yet maximal implementation of -based management school (MBS); There is no regulation on teaching management yet Factory and SMK Production Units; The formation and implementation of the Institution has not been maximized

		Professional Certification (LSP) and Special Employment Exchange (BKK); The implementation of vocational revitalization has not been maximized; The performance assessment of teachers and principals has not been maximized school.
	Curriculum	The socialization of the National Curriculum has not been maximized; The implementation of the Aceh curriculum has not been maximized in every year education levels and units; The implementation of the curriculum has not been maximized at every school education levels and units;

Source: Aceh Province Education Department (2021)

The table 1 explained that in 2021 the Aceh Education Office in realize the main program of the Aceh Government in the field of education pursued through programs and activities as stated in the Education Affairs carried out by the Education Office Aceh. The goal is to overcome these problems, it is necessary to have a synergy between formal actors in the Aceh regional government. So, this performance determination becomes a mandatory performance contract manifested by these officials as trustees and in the end of the year will be used as the basis for performance evaluation and evaluation of the official. This performance determination will describes the performance achievements that will be realized by an agency government/work unit in a certain year with considering the resources it manages, Performance Determination The Head of the Aceh Education Office for 2021 has been appointed at the beginning of the year budget with the Governor of Aceh as much as 1 (one) mandatory program of affairs education and 4 (four) supporting programs.

1. **Curriculum Development Program**

Transmigration of Educators and Education Personnel Activities Regency/City in 1 (one) Province with sub-activities as following: Calculation and Mapping of Educators and Educational Personnel Units; Secondary Education and Special Education; Arrangement of Distribution of Educators and Educational Personnel Units Secondary Education and Special Education.

The realization of this activity is in the form of implementation, development and evaluation of the National Curriculum and Aceh curriculum in SMK as many as 7 activities, coaching and competency development student expertise as much as 1 activities, education and student work skills training as much as 1 activity, organizing student competency and creativity competitions as many as 7,616 students, vocational education coaching as many as 100 students, service and development of production units and services as much as 1 activity, management coaching and 1 . school institutions activities, educators and staff Education Available for School Education Units Vocational Intermediate with Number of Educators and Personnel Education as many as 6,394 teachers.

Development and implementation of SD/MI and SMP/MTs curriculum activities are: Development of Science Technology Engineer And Mathematics (STEM) Kab. Aceh Jaya. Training and Internship for English Teachers at Ke Junior High School University. Based on the achievement of the 2019 Graduation Rate, it can be explained that the SD/MI level was 99.95% according to the 2019 target. The SMP/MTs level is also in line with the target of 100%. However, for the SMA/SMK/MA level, from the target of 99.90, 99.95% was achieved. This matter shows that there is an increase in the quality of students and the availability of adequate supporting facilities. Level of success improving the quality of students which is reflected in the difference in the results of grades national exams obtained by students.

2. Difference Curriculum of Dayah Education

The implementation of the curriculum and syllabus of dayah according to type, there are differences between type A, type B and type C. This type of dayah was born from the accreditation program carried out by the Aceh Dayah Education Development Board for Dayahs registered in the Regions and Provinces. The Head of the Agency said "the existence of dayah is very much determined by curriculum that is well implemented in dayah and the role of educators".

The role of the educator in question is the Ulama who play an active role in educating and seeking knowledge to be well absorbed and of good quality. Based on this, he continued, "The Aceh Dayah Education Development Agency facilitates the realization of a Dayah syllabus that can be applied by Dayah Education standards in Aceh. This syllabus

strengthening and development activity has been prepared since 2010 and completed in 2012. It is hoped that Dayah is as important as the formal education path, it can be realized through a standard curriculum. gave birth to the figure of scholars who are intellectual and play an active role in disseminating Islamic religious knowledge. According to him, in Aceh Qanun Number 5 of 2008 concerning the implementation of education, the dayah educational institution has received juridical recognition in its implementation. The Aceh government gives authority to the Aceh Dayah Education Development Agency to facilitate the Dayah Curriculum Development Expert Team, so that they can play an optimal role in the preparation and development of the Dayah curriculum.

The subjects in the Aceh Dayah curriculum are divided into: (a) Basic Teaching Subjects (MPD), which are subjects that must be taken and taken by all students. (b) Additional Study Subjects (MPT), which are subjects that are not required to be taken and taken by students, can be distinguished: First, Supporting Subjects that can be taken and taken by students to complete the number of compulsory Recitation courses set by the dayah. Second, the Skills Study Course, which is the subject of the study outside the first point of the study.

All supporting subjects and skills are supplementary recitation subjects, all of which are recitation subjects from the Aceh Dayah curriculum. A number of recitation subjects in the dayah curriculum in Aceh have prerequisites consisting of: (a) certain recitation subjects, where students can take and take certain recitation subjects with prerequisites, if students who study The person concerned has taken and taken and took the exam for the subjects that are prerequisites. (b) A certain number of lessons determined by the dayah can be selected and taken with prerequisites, if a certain number of required subjects have been collected.

Intervention Stakeholder

The strategic position of each actor is seen in the process of meeting or deliberation that takes place have been done. Each actor brings their own interests in discussion. Bargaining occurs between actors, namely the Government Province and several offices in the district that are pro-policy; the opposing Dayah manager; students and teachers who are directly affected by the policy; as well as experts from University Academics. Each other is trying to influence each other so that the results of the policies according to the wishes of

each actor. At this stage the actors bring their respective positions in the policy. Like the education office explained that must adjust to the rules of the central government.

A power strategy that seeks to use power in order to influence the policies carried out by the Provincial Government. Provincial Government as the highest power holder of all the actors involved can use power to influence a policy.

The player's strategy was carried out by Dayah's teachers. At the beginning he proposed that the curriculum in Aceh still prioritize the religious values of Islam. It mobilizes actors who can assist in implementing the policy. Aceh Government is the first mobilized actor. After receiving a positive response from The education office and teaching staff are trying to mobilize the Aceh provincial government. Government side province to Dayah makes it more possible to implement the policy.

Perceptual strategies to change the way other actors think and map problems and solutions are carried out by several actors. The socialization carried out by Dayah's teaching staff aims to socialize and change the perception of one actor, namely public school teachers where he believes that an integrated curriculum that maintains Islamic religious values has been planned will raise the morale of every student.

So we know that power strategy seen from the group interests that have also have power in the government to trying to influence the government under him. Player strategy seen from one actor trying to engage another actor to get support from the actor. The bigger the support you get, the bigger it is the possibility that these actors can influence policy formulation.

3. Advantages of the Proposed Model Offered with the Existing Model

The model is an abstraction of the process formed through the relationship between factors, based on the existing model of implementation of Islamic values-based education policies, in primary education in public schools in North Aceh District. The existing model described above has not been represented in reforming, reformulating, restructuring, and reorganizing in modifying the integrated curriculum formulation system.

The advantages of the model offered can improve the existing model of policy formulation, namely the synergy between actors who play a good role through communication relations, attitudes, and the availability of resources, both human resources, budgets, and infrastructure with the principles of efficiency and effectiveness, resulting in

an in-depth understanding of the program content, by formulating strategies -Innovative strategy in giving confidence to the public, which will have implications for the level of compliance of the target group, to achieve a degree of change in the importance of inculcating the values of changing mindsets and behavior as well as morals. Thus, through the transformation of these values, an idealistic model of the implementation of the qanun for the implementation of Islamic values-based education is expected in the implementation of the qanun for the implementation of education holistically and comprehensively.

The linking of these factors becomes a model in which cross-sectoral collaboration synergies are established in involving public participation through formal and non-formal bureaucratic institutions such as dayah actors, non-governmental organizations, and education observers. Bureaucratic performance is strongly influenced by standards and policy objectives, resources, inter-organizational communication, characteristics of implementing agents, and the conditions of the policy environment. So the understanding of the problem and the characteristics of the policy must be clear and measurable to make it easier for implementing actors to interpret the program to be implemented.

The results of the study indicate that there are two crucial variables in the formulation of integrated curriculum policies, which are examined from the principles of education administration, policy objectives, curriculum, actors who play a role, then the factors that influence the formulation of integrated curriculum policies to include interests, resources, availability of facilities and infrastructure, policy accuracy, program implementers. Meanwhile, at the level of the policy environment, it includes the strategies carried out by the competent authority, the interests of each actor, the influence of the ruling regime, and the compliance and responsiveness of the target group. A model of curriculum integration policy formulation was developed from the linkage of these factors.

The success of the integration curriculum formulation provides space for the Aceh Province to provide an educational color according to the characteristics and peculiarities of the Aceh Province. But on the other hand, the national policy in the general education curriculum has minimal time allocation for an Islamic-based local curriculum; this problem is a fundamental obstacle to the successful implementation of Islamic values-based Aceh education policies.

D. CONCLUSION

Based on normative legal research, this studi a gap that actors in formulating an integrated curriculum between general education and Islamic education in basic education are the dominant actor or single actor, namely the Regent who issues the Regent's Decree to determine the policy. The values used by the actors are political, organizational values, personal values, and policy values. The interests used are political interests, public interests (public interests), and personal interests (private interests). However, the values and interests that are most dominant are political values and interests. In addition, the impacts of this policy are found to be pros and cons in society, policy problems without local regulations, education discrimination, and regional readiness. The results of this study indicate that the North Aceh District government in establishing a public policy should pay attention to the stages of policy formulation, immediately institutionalize policies by making regional education policy regulations, involving policy actors from various elements of society in policy formulation, overcoming various impacts arising from the existence of the policy.

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