

# Routinization Serta Penguatan Posisi The 1961 Education Act Sebagai Instrumen Kebijakan Dalam Upaya Memperkuat Proses Integrasi Identitas Nasional Malaysia Pasca The 13th May 1969 Riots = "Routinization and Strengthening the Position of The 1961 Education Act as a Policy Instrument in an Effort to Strengthen the Integration Process of Malaysian National Identities Post-The 13th May 1969 Riots"

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## Abstrak

Penelitian yang dibahas dalam tulisan ini ditujukan untuk menjelaskan alasan Tun Abdul Razak memilih melanjutkan dan memperkuat posisi kebijakan The 1961 Education Act sebagai upaya pemerintah mengatasi dampak kerusuhan rasial pada 13 Mei 1969. Alasan tersebut dapat dijelaskan melalui serangkaian kejadian yang berkaitan dengan kerusuhan tersebut. Analisis penelitian dilakukan dengan menggunakan teori nasionalisme-etnis karya Anthony D. Smith dan konsep routinization of policy instrument milik Capano dan Lippi, tulisan ini juga berusaha untuk mengidentifikasi karakteristik pemilihan pola routinization dalam pengambilan kebijakan publik di Malaysia. Hal ini didasarkan atas pada serangkaian kebijakan pendidikan dan kebahasaan yang dijalankan sebelumnya, yakni The 1952 Education Ordinance dan The 1957 Education Ordinance. Selain itu, Tun Abdul Razak juga menilai konsekuensi yang akan terjadi jika pemerintah mengubah pendekatan kebijakan pendidikan dan kebahasaan yang ada pasca kerusuhan 13 Mei 1969 maka stabilitas relasi antar etnis di masyarakat yang diinginkan oleh elit politik Bumiputera-Melayu tidak akan tercapai serta akan terjadi penyimpangan narasi nasionalisme etnis sebagai bentuk identitas nasional yang ingin dicapai bahkan telah digunakan dalam setiap penerapan kebijakan assimilatif di bidang pendidikan dan kebahasaan selama ini.

.....The research discussed in this paper is aimed at explaining the reasons why Tun Abdul Razak chose to routineize and strengthen the policy position of The 1961 Education Act as a government effort to overcome the impact of the racial riots on May 13, 1969. This reason can be explained through a series of events related to the riots. The research analysis was conducted using the theory of nationalism-ethnicity by Anthony D. Smith and the concept of routinization of policy instrument by Capano and Lippi. This paper also seeks to identify the characteristics of the choice of routine patterns in public policy making in Malaysia. This is based on a series of educational and linguistic policies previously implemented, namely The 1952 Education Ordinance and The 1957 Education Ordinance. In addition, Tun Abdul Razak also assessed the consequences that would occur if the government changed the approach to education and language policies that existed after the May 13, 1969 riots, the stability of inter-ethnic relations in society that was desired by the Bumiputera-Melayu political elite would not be achieved and there would be narrative distortion. Ethnic nationalism as a form of national identity to be achieved has even been used in every application of assimilative policies in the fields of education and language so far.