

Management of Community Based on the Democratic Education in Qarryah Tayyibah Salatiga Learning Community

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ABSTRACT

For a country that adheres to a democratic system like Indonesia, democratic education is an important thing to be implemented from an early age in a planned, systematic and sustainable manner. In the context of education paradigmatization, it is the involvement and active participation of the community which has been neglected so far. Whether we realize it or not, the community has a central and strategic role in the context of improving the quality and quality of democratic education, so that the education management that was originally government based must change to be community based. This study aims to reveal perception about the management of Community Based democracy education in the Qaryah Tayyibah Learning Community (KQBT) in relation to (1) management of democratic education, (2) learning outcomes, (3) supporting and inhibiting factors. This research uses a qualitative approach. The results showed that (1) in the management of community based democratic education in the Qaryah Tayyibah learning community, the education process was more integrated with the community, managers assistants, learning citizens, and the surrounding community. In the process of implementing learning, democratis values are instilled in the Qaryah Tayyibah learning community which includes learning planning, implementing learning and evaluating learning citizens. (2) The results of the obtained by the learning community in the Qaryah Thayyibah learning community get more education that balances knowledge, skill and attitudes, so that in the future after completion of education can be accepted by the wider community because learning always put forward deliberation in reaching consensus so that it will happen. Change in mindset and change in behavior in a positive direction. Children will be able to think critically, creatively, and innovatively, have self confidence, be independent in learning, (3) Supporting factors for learning in this community are friends and companion teachers who always provide support and motivation, while the inhibiting factor is that children do not understand the concept of learning. Democracy and a lack of adequate assistance.

Keywords: *Democracy education, Community Based Education, Learning community*

1. INTRODUCTION

In the 1945 constitution Article 31 paragraph 1 states that “the government shall strive for and implement a national teaching system regulated by law”. As a derifacation of the Constitution, the national cation system number 20 of 2003 article 5 paragraph 1 states that “every citizen has the same right to obtain quality education”. paragraph 5 “every citizen has the right to the opportunity to improve lifelong education”. Furthermore, Article 11 states that “the government and local governments are obliged to provide services

and facilities, and ensure the implementation good education for every citizen without discrimination”.

For a country that adhere to a democratic system like Indonesia, democratic education is an important think to be implemented from an early age in a planned, systematic and sustainable manner. That This is so democratic that developed not be abused or lead anarki. False of the efforts to strengthen democracy in he kinds of fields and aspects of life. This is certainly not easy to turn the palm of the hand, wehere the country adheres to a democratic system, the citizens will be democratic, but it requires a democratic education process. In

Other words, democracy cannot teach itself. If the strength, benefits and responsibilities of democracy are not well understood and lived up to by citizens. Knowledge, skills, and democratic citizens behavior will not happen by themselves, but must be taught to future generations.

According to Winatapura and Budimansyah (2012:23) democratic education is a systematic effort carried out by the state and society to facilitate individual citizens to understand, live, practice and develop democratic concept, principle, values according to their status and role in society. The process of democratic education for the young generation as the buds of the nation is aimed at becoming a better, more responsible, and more capable generation of filling and fostering national independence. In the world of education learning does not only occur in schools, but also in three centers which are commonly referred to as the Tri Education Center. The Tri Education Center is a place for children to receive instruction both directly and indirectly, both formal and non-formal (Ruminiati, 2008:1- 3). The Tri Education Center consists of education from within the family (informal), education in school (formal), and education in the community (non-formal). In the context of education reparation, it is the involvement and active participant of the community which has been neglected so far. Without realizing it or not, society has a central and strategic role in improving the quality and quality of education, so that the education management that was originally government based must change to be community based. In this article, I would like to try to examine the management of community-based democratic education in the Qarriyah Tayyibah Salatiga learning community.

2. METHOD

This study discusses the management of community based education based democratic education in the Qarriyah Tayyibah Salatiga learning community using a qualitative approach because the research seeks to

describe and interpret the meaning of the data collected by paying attention and recording as many aspects as possible using observation and interview methods.

The research location is the Qarriyah Tayyibah Salatiga Community. The respondents are founders, assistants, learning residents, community members.

The descriptive method is a form of research report whose data comes from words, pictures, and not numbers as suggested by Moleong (2010:11)

3. RESULTS AND DISCUSSION

In relation to democracy and education, John Dewey views education as life itself, more than a preparation for life. As a "Way Of Life" it cannot be achieved without education, while the educational process itself must be a democratic process, education that respects all differences of others and upholds the values of togetherness. In Dewey's analysis, democratic education requires the participation of students in the learning process with the principles of andragogy. This concept seeks to develop the potential of students by being given bait and hook, then guided to find fish themselves, not directly given fish without the fishing process. Thus, educational democracy emphasizes the values of freedom.

One of the ICCE Team members (2005:7), Zamroni stated: "Democratic education aims to prepare citizens to think critically and act democratically, through activities to instill awareness in the new generation that democracy is a form of community life that most guarantees rights community members".

According to Sunarso (2004: 3), democratic education essentially guides students to become more mature in democracy by socializing democratic values, so that their behavior reflects democratic life. The success of democratic education with the output results in students having personal competences and social competences that are

democratic and dynamic so as to produce good citizens based on the description above, the writer can conclude that democratic education is a conscious and planned effort to develop, instill, foster and socialize democratic principles, ideas, and values to students so that students understand and are accustomed to democratic life. An interesting concrete step to be realized together, especially by educators and parties involved in the world of education, is to create a living space and educational practice as a real life based on democratic values.

This can be seen in the management of democratic education based on Community Based Education in KBQT, Where in the management of education that integrates with the community environment as a community based alternative school, KBQT applies seven principles of education (Bahrudin, 2007: xii-xv), namely:

1. Education that is liberating, liberating here means getting out of the shackles of formal legalism which have made education uncritical and uncreative, while the spirit of change is more defined as the unity of the learning process
2. Partisanship, is the ideology of education itself, where education and knowledge are rights for all citizens
3. Participative, prioritizing participatory principles between managers, students, families and communities in designing an education system to suit their needs. This will throw away the cold and soulless image of the school which is always designed by "kot" intellectuals who are not down to earth (do not understand the real needs of society).
4. Needs based curriculum, mainly related to available local resources. Learning is how to answer the need for management as well as strengthening the carrying capacity of the available resources to preserve and improve life.
5. Collaboration, the learning methodology that is built is always based

on cooperation in the learning process, there is no need for barriers in the learning process, there is no need for a dichotomy between teachers and students, all of them are teams that process in a participatory manner. Cooperation between individuals develops among groups, between regions, between countries, between regions, between countries, between continents and between all.

6. The evaluation system is centered on the student's subject, the peak of learning success is when the student finds himself, has the ability to evaluate himself so that he knows exactly what potential he has so that it is useful for others.
7. The recognition of success depends on the learning subject itself. Natural recognition of any form (including certificate) does not need to be sought. Recognition comes by itself when the personal capacity of the student increases and benefits others.

The principles mentioned above are in accordance with the establishment of the Qaryah Tayyibah Learning Community which has a general goal of building a learning society that is in accordance with democratic values. This of course is intended so that every member of society can solve all the problems that arise in social life.

In the management of community based democratic education learning in the Qaryah Tayyibah Community, the education process is more integrated with the community, manager, assistants, and learning citizens are the surrounding community. Where in the process management of learning it instilled the values of democracy includes lesson planning, implementation of learning, and evaluation of learners. Qaryah Tayyibah learning community in order to provide community based education to the needs of learning and liberating citizens, where learning citizens can freely develop their abilities according to their talents, interests and needs. This is not as illustrated by schools in general, where students become objects of learning activities.

In the Qaryah Thayyibah community, the learning community is returned to their essence as the subject of learning not as the object of learning which is carried out and fully controlled by the teacher. In this community, the learning community interacts with their peers, educators and the surrounding environment to produce 'output', namely a change in the form of thinking, knowledge and attitudes of the learning community.

In the Qaryah Thayyibah learning community, learning planning is carried out by involving learning citizens as the main subject in education. In this learning activity, it aims to encourage residents to learn to find out what they are learning. In this case, they are encouraged to continuously ask questions regarding the reality of themselves and the environment that surrounds them. The function of the companion in planning the lesson is to act as a liaison when there is an issue in the ongoing forum.

In the learning process, the next step should be done after the planning stage is the implementation or execution of plan of which have already been designed. In carrying out learning activities, residents learn to choose for themselves what they are interested in. Activities can be in the form of class discussions, class gatherings, deliberations, idea days, camping, visiting studies, workshops, tawashi, interest forums, harkes on work titles. The learning evaluation carried out at Qaryah Tayyibah is in the form of tests or exams conducted by teachers or the school. But in the form of individual evaluation activities carried out by each individual or community on how much effort has been made in achieving the results goals. The types of evaluation in the Qaryah Thayyibah Community include class evaluation, forum evaluation, work degree evaluation, package equivalency exam evaluation so the results of learning from learning citizens will have more knowledge, skills, and attitudes, so that they can be accepted by the wider community because learning always promotes deliberative discussion in reaching consensus so that there are changes in thinking patterns and

behavior changes that make learning citizens able to think critically, creatively and innovative, have self-confidence, tolerance, independent in learning. The Supporting factors for democratic learning in the Qaryah Thayyibah learning are their study partners who will certainly provide encouragement and motivation that makes them enthusiastic about participating in learning.

Inhibiting factors for learning citizens in the Qaryah Thayyibah Community are caused by two internal factors from within and external factors from outside. The factor within the learning community itself is that they do not understand the concept of learning so that they are not maximal in the learning process in order to develop their potential. External factors for learning residents are companions who do not provide regular support or support in providing enthusiasm for learning to learning citizens because psychologically, the child's psyche is still unstable.

4. CONCLUSION

Based on the results of research and discussion, it can be concluded that in the management of democratic education based on Community Based Education in the Learning Community of Qaryah Thayyibah Salatiga, they have their own views as a foothold or foundation in the learning management process, in the early stages of forming KBQT democratic values have been implanted which are of course very important in order to create a school system that is down to earth and environmentally literate.

Where KBQT applies seven principles in the educational process, namely education that is liberating, partisanship, participatory, needs based curriculum, cooperation, an evaluation system centered on students, self confidence

In the management of democracy based education on Community Based Education in the Qaryah Tayyibah Community, the education process is more integrated with the community, managers, assistants, and learning citizens are the surrounding

community. Learning poses that are instilled based on democratic values include planning learning, implementing learning, evaluating learning and evaluating citizens of KBQT learning.

The activities in the learning process in the qaryah Tayyibah Learning Community of origin include: class discussions, deliberations, idea days, live in, camping, workshops, interest forums, Tawashi, Kujung Study, Health Day. From the results of learning activities, it shows that citizens learn towards a positive direction, this can be seen from the existence of several changes in behavior and changes in thinking patterns that make learning citizens able to: think critically, creatively, and innovatively, have confidence, tolerance, be independent in learning.

Supporting and inhibiting factors in the management of democratic education in learning activities are divided into two, the first is internal factors, namely the understanding of the concept of learning citizens themselves and the second is external factors, namely from learning companions who do not provide more support in accompanying the learning process.

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