

The Role of School in Inspiring School-based Democracy Education as an Effort to Apply Democracy Learning for Studies

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ABSTRACT - *The degree of beginner elector in a district election is a reflection of learning sociology for the students through home family learning. It effects and influences school as education institution especially high school education. District elections in many regions in Indonesia show that the understanding and political ethic need to be learned proportionally by the students as the members of society and young generation who realize the meaning of democracy. Early education for politics and democracy is a logic idea. The education can be formal and informal. It will form a dynamic understanding in anticipating era changes which is more complex. Some findings from the case study in district election in Banten showed that the involvement of most high school students as an early electors only based on the age. Generally they listed as an elector no more than as completers and hired by the party to vote them in the election.*

One way to “implant” political awareness among the youth is through education at school, especially through subject of civic education. This subject aims at forming the students to be able to have critical and creative thinking, act democratically in every aspect of life, have high responsibility and also take part in making decision. Civic education covers learning laws, citizen, and politics.

Political education in civic education has main mission to guide students to understand politics. The role of school components, like students, teachers and school board support the democracy education. Developing the curriculum based on local content through the approach of model of school-based democracy education, and the existence of a Civic learning center which is used by the students to learn and share experiences concerning political culture and discuss about the meaning of democracy so that the understanding about politics become more proportional and meaningful.

Keywords--- School – Based Democracy Education Model Democracy learning

1. INTRODUCTION

The results of a research in 2007 on Awareness Levels of Beginning Voters in Local Elections for Local Government: a Reflection of Students’ Learning of Sociology with Learning Home Family (case study-election in the district of Banten, Pamulang) concludes some things that can be followed for advanced research. One of them is the impact that affects school as an educational institution to directly increase its participation on political phenomenon perceived by students. Especially at middle high school level, students are potential voters in the election that was held throughout the year in various regions. Elections in various regions in Indonesia show that students’ understanding of political ethics is a matter that needs to be studied proportionally as society members and younger generations who are aware of democracy. Judarwanto SpA (<http://korananakindonesia.wordpress.com/>) said that teaching political and democratic education to preschool students is a logical idea. Learning politics and democracy can begin early. That such education can be either a formal or non-formal education.

Early political and democratic education will form a dynamic understanding to anticipate the change of increasingly complex era. With the quality of Indonesian people who are fully intelligent it is expected to decrease the pattern of poor democratic and politics life in the future.

Meanwhile, Fatimah (2007) said that instill education should start early. One way that can be done to implant political awareness in the younger generation is through the pathways of schooling, particularly through Citizenship Education (Civics) subjects.

Civics subjects has a primary goal to configurate students who can think critically and creatively, act democratically in every aspect of life, have a sense of responsibility and also be able to participate in the decision-making process. The scope of the Civics material is more emphasized on the disciplines of law, citizenship, and politics. Political education in civics has a primary mission to guide students to have political literacy.

Some findings in the field on a case study conducted in Banten election area indicate that the participation of most high school students as voters were limited by the obligation of “based on age selection”. In general, the students registered as voters were nothing more than cheerleaders and exploited by certain parties to contribute their voices in the election. So the majority of the students were just made “voice dolls” and sometimes used to campaign a certain party without a clear purpose. This is what makes the blurring of the nature of politics that determine the regional development. At least their political life can be a reflection of next democratic life equality.

At this time the average of high school student age in the range of 16 to 18 years. The local election activities in several areas include the elections of the regional head of the village, district, town and central Government level. Imagine that how many times the student who initially as beginning voters will follow the political events in their region with regard to the election. If it is analyzed, the frequency of students involved in politics will cause some psychological conditions, including (1) saturation due to election activities which are monotonous and the students are regarded as the "underdog". It means that their voices as their political aspirations are not necessarily heard by the winner of the election or the authorities/local authorities.(2) political education only goes on for a moment, so that after the election is completed, their duties as citizens in a democracy was over. Whereas the understanding and ethics of democracy are indispensable throughout their life as citizens and future generations to promote a commendable political culture.

Based on these conditions and considering the analysis and findings of the preliminary research, it can be conclude that:

1. Levels of awareness of students as beginning voters in the local elections showed various differences based on the understanding and learning experience in political concept at the level of schooling. In general, the experience is gained in the election of the chairman of the student council or other election
2. The translation of developed preliminary research indicators indicate that nearly 60 percent of students were happy enrolled as voters in the elections. This shows that awareness of actively participating in politics has become a force of students as individuals in the society, nation and state.
3. The importance of political awareness for students can be explained by the value of attitudes and caring behaviors that is a value of reciprocal actions to be able to pay attention or ignore something or environment.

On average 60 percent of students' statement indicates a positive outlook. Meanwhile, on average 56 percent of students' statement supports active participations these are students participated in an aggressive activity /endeavor.

As to the usefulness that can be obtained, that is useful thing/ circumstances to achieve, on average 48 percent of students' statement declared positively. Regarding social control access that is the attainment of control dealing with the community, the average 62 percent students' statement gives good contribution, and based on the impact of gained experience in elections as voters that is powerful influences that bring negative or positive result of the acquired experience, on average 40 percent of students' statement affects their patterns of thought. The factors that stand out from the level of political consciousness of students as voters in the election can be found in the student's critical understanding about the meaning of politics in class discussion, these are the students' freedom of expression, opinion and initiating issues in a straightforward in their own language.

By considering these initial findings, this paper will examine them more deeply by focusing on how the role of the school to the student phenomena in democracy as a national asset which have commendable political culture vision and mission. This article includes a discussion of some aspects.

- 1) The role of the school components, namely students, teachers, and school committee on democracy education
- 2) Development of local content-based curriculum with an approach to Model School-Based Democracy Education
- 3) Holding a Civic Learning Center which can be used by students to learn and share experiences around political culture and discuss about the meaning of democracy so that an understanding of the politics become more proportional and meaningful. In this place we will see some activities such as other extra curricular activities and online zone and engage students on the field observations around issues of election

School is the introduction spearheading of democracy to the students, since most schools already have the basic elements of democracy that can be studied and learned by the diverse characters of individuals. In addition, school society can be considered as a complete miniature of social, politics and culture events intact for student learning. Thus, school plays a role in initiating school-based model democracy education through: careful attention to the foundation and other forms of democracy; curriculum provision that can facilitate students to explore how the idea of democracy has been translated into institutional forms and practices in various parts of the world in different periods; the existence of a curriculum that allows the students to explore the history of democracy in their country to be able to answer the question of what are the strengths and weaknesses of democracy that have been implemented in their country in different periods; as well as the availability of opportunities for the students to understand the democratic conditions that applied in some countries in the world, so that the students have extensive knowledge of a variety of social democratic systems in a variety of contexts.

2. THE NATURE OF SCHOOL-BASED DEMOCRACY EDUCATION MODEL

Good democratic education is a part of a good education in general. In regard with it, suggested by Gandal and Finn (Saripudin, 2001), is the need to develop a school-based democracy education model. There are four (4) various forms of this model.

- 1) Careful attention which is given to the foundation and other forms of democracy;
- 2) Curriculum that can facilitate students to explore how the idea of democracy has been translated into institutional forms and practices in various parts of the world in different periods. Thus, students will know and understand the strengths and weaknesses of democracy in different contexts of space and time.
- 3) Curriculum that allows students to explore the history of democracy in the country to be able to answer the question of what were the strengths and weaknesses of democracy in a country that have been applied in different periods;
- 4) The availability of opportunities for students to understand the condition of democracy applied in the countries in the world, so the students have extensive knowledge of a variety of social democratic systems in a variety of contexts.

In addition, school-based democratic education model can be pursued in the form of extra curricular activities that cultivate nuances of democracy and democratic culture and make the school as a democratic environment and the need for engagement / involvement of students in community activities. Sanusi (Saripudin.U., 2001) also suggests that democracy needs to be developed in multidimensional context which allows the students to develop and use their full potential as individuals and citizens in the community of democratic nations.

While civic education materials in the new paradigm of education that is to develop democracy education carries three main functions, namely to develop a citizen intelligence, build civic responsibility and encourage citizen participation. Citizens Intelligence developed to form good citizens not only in rational dimensions but also in spiritual, emotional, and social dimensions so that a new paradigm of citizenship education have multidimensional characteristic.

3. THE CULTURE OF YOUTH/STUDENTS TOWARDS DEMOCRACY

Students or young people in general have a social system that seems to illustrate that they have "their own world". In the juvenile system, there are cultures that have its own values, norms, attitudes and language that is different from adults. Thus adolescents generally have similarities in patterns of behavior, attitudes and values, in which this collective behavior patterns may be different in some ways from adults (Priyono, 1987).

The value of youth culture includes casual, free and tend to informal things and seek pleasure. Therefore, all the things that are less fun will be avoided. In addition to seeking pleasure, peer group plays an important role in the life of a teenager, therefore a teen needs to have its own group of friend in friendships.

Puberty is the beginning stage of social feelings development. At this time, the desire to have good friends and a united stance with his friends appear, while they abstain to adults. During adolescence this peer culture is very influential so that the values of peer group influence their behavior. A teenager needs support and consensus from the peer group. In this case any deviation of group values and norms will receive censure from the group, because the relationship between a teenager and his group are in solidarity.

The capacity of the youth culture/student, at least can be used as a critical overview to see democratic and political awareness map among adolescents in school environment as a part of beginning voters in the election. According to Bambang, there are three levels of material that needs to be invested in education curriculum related to the socialization of the election through educational curriculum. The three matters are: implanting the nature of proper election so that will rise a strong motive for voters to follow the election, an understanding of the electoral system, and an understanding of political bargaining. (seminar on "Promoting Active Participation of Teachers in Indonesia Political Map" in Bandung February 5, 2004).

While the material of civic education can be used as one of strategic media to instill democratic learning, because the purpose of citizenship education is full reason and responsibility participatory in the political life of citizens who are obedient to the values and principles of constitutional democracy in Indonesia.

There are two things that need attention from the existence of school roles where the teacher is one element of the classroom learning preparation, these are the knowledge provision of learning materials and methods or learning approach. Couto states that democratic learning have many ways that can be achieved by linking the environment outside the classroom. Further, it illustrates that democracy learning requires a process that implicitly occurs in the roles of either teachers or students during the learning process in a democratic classroom by linking issues of the environment (eg in Saripudin . 2003).

Democratic education is something that can not be negotiable for the continued effort, carried through the learning process, either through schools (schools-based civics education) or within the community (community-based civics). To develop democratic education in Indonesia, it is necessary to build a new paradigm as described above.

Political behavior can be expressed as the whole behavior of political actors and citizens who have mutual relationships between government and society, among government agencies, and among groups of people in order to do manufacturing process, implementation, and enforcement of political decisions. Meanwhile, according to Almond and Verba, the political culture is a typical orientation attitude of citizens towards a political system and the diversity of its parts, and attitudes toward the role of the citizens existing in the system. Citizens continue to identify themselves with the symbols and state institutions based on their orientation. (Budiyanto, 2004: 103).

4. POLITICAL EDUCATION AND AWARENESS FOR STUDENTS

In a general sense, political education is the way how a nation transfers its political culture from one generation to next generation (Panggabean, 1994). While a political culture is the overall value, empirical beliefs, and expressive symbols that determine the creation of a situation where political activities held.

Political education as a process of delivering a political culture of the nation, includes political ideals and norms of operation of the political organization system based on the values of Pancasila. The political education needs to be improved as the political awareness of their rights and obligations as citizens, so the students are expected to participate actively in the life of the state and development.

Political education seeks students' appreciation or ownership toward the increasing values and will manifest in attitudes and behavior of everyday life in social life including state life, and it participates in the state's development efforts in accordance with their respective functions. In other words, political education wants the students to be developed into good citizens, who appreciate the basic values of a nation noble and aware of their rights and obligations within the framework of these values.

Education in a democratic system plays in a very central position. Ideally, education is intended to educate citizens about the virtues and responsibilities as members of civil society. Education in that sense is a long process throughout the life of a person to develop themselves. This process is not the process done in a formal educational setting like a school, but it also includes education in a very broad sense involving the family and social environment.

Educational institutions must reflect the process of educating citizens towards a civil society that is conducive for the continuity of democracy and vice versa should be avoided as far as possible from the elements that allow the growth of democracy barrier (Riza Noer Arfani, 1996: 64). However, in addition to the issues of discussed political awareness, it is also necessary to understand what is meant by the notion of political culture, according to Miriam Budiardjo concept of political culture is based on the belief that every policy is supported by a set of rules, feelings and orientations toward political behavior (in State issues: 1982:17).

5. CHARACTERISTICS OF REGIONAL ELECTIONS RULES

Almost in all regions enlivened by the election situation and also by a wide range of constraints faced by each region, while direct election policy invites a lot of different comments on society begins from less convenient because of the conflicts. Thus came various questions whether the results of the election have been in accordance with the selection of a leader figure expected by all parties, if not what the constraint factor is.

In the history of the development of local government legislation, since 1945 the local government legislation have changed several times and the improvements are intended to find the form which can reflect aspirations of the people and since the reformation era the Law about Regional Governance no. 22 of 1999 was born and shortly thereafter revised by the Law no. 3 of 2004. From the last two changes there are fairly basic changes compared to the previous local government legislation. Looking at various changes and improvement of government legislation, if it is not in accordance with the aspirations of the people, then something may need to be questioned is the legislation system or maybe the level of public awareness (most of people have not understood yet).

Below mentioned "Regional Head and regional head deputy are elected as a pair of candidates conducted democratically based on the principles of direct, general, free, confidential, honest, and fair" Article 56 paragraph (1) of Act 32 of 2004 which then governed by supporting regulations like Government regulations No. 6 of 2005 and Government Regulation No. 17 of 2005 about the election, endorsement appointment and dismissal of Regional Head and Regional Head Deputy

6. DEMOCRACY EDUCATION IN SCHOOLS

The education system together with its regulations have been patterned and packaged just for the sake of power. Democratic attitude was spared from the reach of Article 4 of Law no. 2/1989 on National Education System. Does democratic attitude become one of the aspects to be achieved in the national education goals? Meanwhile, from

elementary to high school level, students have been taught to be a “Mami’s sweet child”, a role model, and are prohibited from asking questions. Classroom has been turned into a prison wall which handcuffed freedom of thought, creativity, reasoning, initiative, and imagination.

How educational efforts will be able to internalize and appreciate democratic values if their brain and emotion are kept out from a dialogue? It is impossible they could appreciate the differences of opinion-as the essence of democracy-if the learning climate is monotonous.

May be, indeed it must be an inevitability history if our education has been “asleep” on a “bed” of the New Order regime. “Rice has become porridge,” said people.

Learning from such a bad experience, now it is time for our education to have enough space to build a democratic culture for students, so that they could later become a true democrat who has a sense of shame, humble, magnanimous, tolerant, has a foundation of ethics, morals, and spiritually strong when fighting in the political jungle. Moreover, the third millennium that is believed to present many crucial challenges and global changes, along with the acceleration of – in and out- various new cultures and civilizations of different nations in the world that we soon will enter into, the realm of democracy will also be a determinant of image, credibility, and acceptability of our nation as one of the world communities.

That means, like it or not, the world of education as “Candradimuka crater” (idiom for a place of hard training) in creating excellent quality of human resources professional, need to prepare a democratic generation, so it has a resistance attitude which is solid in the middle of “conflict of civilizations” (clash of civilizations, of which, first, a democratic attitude should be one of the aspects to be achieved in the national education goals. Law no. 2/1989 that castrate the meaning of democracy for the “nation’s children” (idiom for genuine citizen) need to be revised and re-formulated completely and comprehensively.

Secondly, the applied curriculum should provide adequate space for students to learn to internalize and appreciate democratic values. They should be given a freedom to express thoughts and feelings through debates, discussions and arguments with remain refer to the values of truth and noble values raw.

And thirdly, the bureaucrats and practitioners of education required “good-will” to provide exemplary ways of healthy democracy. In the climate of our society who still tend to paternalistic, examples and real actions will be more meaningful than rhetoric or verbal utterance.

Equally important, democracy must have started to be grown within the family and society, so that the educational institutions will be able to develop it maximally. If the climate of democracy is conducive growing which in turn will become a culture, then the hurt, resentment, searching for “black goat” (idiom for something or someone one who are blamed for a mistake) as a result of defeat in a democracy will not happen. The winner will not always “pat the chest” (idiom for over proud). In a democracy, winning and losing is a beautiful form of a dynamic and necessary.

7. CONCLUSION

The level of awareness of voters at a local level is a reflection of Students’ Sociology Learning with Home Family Learning, One of them is the impact that affects the school as an educational institution to act directly against the political phenomenon in the eyes of students especially for high school level. In essence, politics is crucial for determining local areas development, at least begin from themselves the development of politics will be a quality measurement of democracy, considering that the understanding and ethics of democracy is indispensable throughout their life as citizens and future generation to promote a commendable political culture.

School is spearheading of the introduction of democracy to the students, since most schools already have the basic elements of democracy with the diverse characters of individuals that can be studied and learned. Besides the school society can represent as a miniature of a social activity, political and cultural which is intact for students to learn. Also, as a model, school-based democratic education in the form of extra-curricular activities can be pursued to cultivate a democratic culture, making the school as a democratic cultural environment and the need for student involvement in community activities.

Political education as a process of delivering a political culture of the nation, includes political ideals and operation norms of the political organization system based on the values of Pancasila. Political education needs to be improved as a political awareness of their rights and obligations as citizens, so the students are expected to actively participate in the life of the state and development.

Education in a democratic system has a place in a very central position. Ideally, education is intended to educate citizens about the virtues and responsibilities as members of civil society. Education in that sense is a long process throughout the life of a person to develop him/herselves.

The process of democratic education is not only done in a formal educational setting such as a school but, also includes education in a very broad sense involves a family and social environment. Educational institutions must reflect the

process of educating citizens towards a conducive civil society for the continuity of democracy and vice versa should be avoided as far as possible from the elements that allow the growth of democratic constraints.

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