

REALIZING DEMOCRATIC EDUCATION THROUGH THE DEVELOPMENT OF PESANTREN EDUCATION PROCESS

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Abstrak: *An educational institution will be able to actualize democratic education in its school environment holistically as described by Zamroni (2011) must at least integrate three important elements in a school. The three elements are the structure, the culture of the school, and the educational process carried out by teachers. Previous literature studies show that the integration of the three elements has not been maximally actualized in educational institutions. This research will explain the actualization of democratic education through the reorientation of the democratic education process through the development of extracurricular activities of modern Islamic boarding school Assalaam Surakarta Indonesia. To achieve the research objectives, this study uses a qualitative approach with three data collection techniques: interviews, documentation, observations. The results of this study show that the actualization of democratic education in the boarding school environment through the development of extracurricular activities can be done by reorienting extracurricular activities. At least the reorientation process can be carried out in the early stages, namely, the use of extracurricular activities proportionately and professionally, to carry out the management of the extracurricular based on democratic values and develop extracurricular activities in a structured and planned manner to develop democratic values gradually and continuously.*

Keyword: *Democratic Education, Through, Development of Pesantren, Education, Process.*

INTRODUCTION

The dynamics of Indonesian life that are packaged in the agreement of the democratic system so far are considered not to be working properly. Most Indonesians know it as a state identity. The main essence in the concept of the most popular state in the world is not internalized and actualized. This fact is at least indicated by the emergence of intolerance, exclusive understanding, totalitarian and anarchist attitudes that

appear everywhere (Fatimah & Aly, 2020).

Reality as mentioned a little above at least indicates that the concept of democracy is still considered limited to the identity of the nation. Further than that, the concept contains the values contained in it so that it becomes a concept that is most widely accepted by nations around the world. Zamroni (2011) revealed that concrete steps are needed to solve all these problems by planting democratic attitudes early and lasting in the long

term. He thinks it's education that can carry out this heavy task.

Based on Law No. 20 of 2003 on the national education system article three, and the Law of the Republic of Indonesia, chapter III, article 4 paragraph1, on the education system in Indonesia, which loosely explains that the function of national education is to make citizens democratic. So that educational institutions including Islamic educational institutions such as pesantren become *agents of change* in the internalization of democratic values early on and take place in the long term as Zamroni previously expressed.

Discussion through credible data collection and a series of in-depth analysis processes of this mission is certainly very important to do. Educational institutions need up-to-date data from the actualization of democratic education that are urgent to be updated and can be scientifically accounted for. At first glance, educational institutions have been trying to develop democratic values in the school environment. But based on several previous research studies show that the school's efforts are still viewed as partial. Some studies have shown that school efforts are still limited to cognitive development. The value of democracy is only developed through the theories' concept of certain subjects. Not enough to get there, the process of learning carried out by a teacher also ignores the value of democracy, including a very common problem that is related to the method of learning and the absolute position of teachers in the classroom. This will create more bias than the theory that students learn.

An educational institution that will be able to actualize democratic education in its school environment holistically as described by Zamroni (2011) must at least integrate three important elements in a school. The three elements are the

structure, the culture of the school, and the educational process carried out by teachers. Previous literature studies show that the integration of the three elements has not been maximally actualized in educational institutions.

Pondok pesantren as the oldest Islamic educational institution in Indonesia which in the early days was initiated, established, and generally owned by a Kiyai certainly has certain consequences. Kiyai has full power over pesantren policies. While the citizens of pesantren submit and obey these decisions. This type of pesantren at a certain level has a complexity in the actualization of democratic values in the pesantren environment. But over time has emerged a new type of pesantren that has a collectively democratic leadership style, called modern pesantren. This second type of pesantren is seen as having great potential in the development of democratic values (Hanafi et al., 2021; Wekke, 2015).

This article describes the actualization of democratic education through the reorientation of the democratic education process through the development of extracurricular activities of modern Islamic boarding school Assalaam Surakarta Indonesia. The purpose of this study is to describe the meaning of extracurricular, management, and extracurricular forms of modern boarding schools.

METHOD

This research is qualitative research, which is research aimed at analyzing and describing in detail the realities by providing criticism or assessment of them. The object of the research that will be studied is the modern Islamic boarding school Assalaam Surakarta Indonesia, which is a boarding school that actualizes democratic education in its education system.

The data used in the form of information related to the values of

democratic education through the development of international activities, which include the meaning, management, and forms of extracurricular activities of modern Islamic boarding school Assalaam Surakarta Indonesia. The data was obtained from data sources that include leaders, teaching staff, impression staff, students, and parties involved in the education of democracy. As for the collection using interview methods, documentation, and observation. The validity of data uses triangulate techniques, sources, and time.

Data obtained from the results of research is analyzed through the process of reviewing all data, reducing data, compiling in units, categorizing the examination of the validity of the data, and most recently the interpretation of data. After the data is collected, conclusions will be drawn related to the data obtained, using an inductive frame of mind. The process of inductive thinking begins with data collection, about the extracurricular activities of modern boarding schools and the underlying democratic values.

RESULTS AND DISCUSSIONS

PPMI Assalaam is a modern-type boarding school that has generally carried out internalized democratic education in all joints of *santri* life in pesantren. The whole life of *santri* in pesantren has been arranged in such a way as a process of democratic education itself. This can be seen from the *santri* life form that is based on the development of independence, tolerance, responsibility, *teamwork*, and creativity. The process of democratic education based on all joints of *santri* life in pesantren is built with the establishment and implementation of the working system of pesantren structure following the values of a democracy (Maksum *et al.*, 2020). Struktur as an agent of *change* plays a role in internalizing democratic values in every pesantren life system.

The two main elements ultimately have implications for the democratic education process based on the life of students in pesantren.

Subjecting Extracurricular Activities

Kegiatan extracurricular Pesantren is an activity that is very popular by *santri*, in addition to being able to spread the interest and talent of extracurricular *santri* plays a big role in the development of *santri* democratic values. Extracurriculars that have been proven effective for developing the interpersonal skills of learners (Rubin *et al.*, 2002), once also develop the value of tolerance and peace (Mishra, 2021) become one of the climbs. But, unfortunately, only a few educational institutions can do it well. The problem occurs because the extracurricular activities are seen as complementary activities only. Whereas extracurricular activities require planning and effort in an organized way to grow all potential learners (Subroto, 2001).

Extracurricular meaning should be returned to its original purpose. As stated in the Education Law, that extracurricular serve to develop democratic values in students. Ektrakurikuler for PPMI Assalaam is a form of activity that is carried out outside of teaching and learning activities in the classroom, which aims to develop the ability of interest and talent, social, moral, mental, academic, and spirituality *santri*. Extracurricular should be interpreted as an activity that will develop the overall aspect in *santri*.

Extracurricular activity management

Departing from a proposed and professional meaning of extracurricular, then the development of the second aspect is developed, namely, the management of extracurricular activities. Management of extracurricular activities at PPMI Assalaam boarding school can be seen from the management aspects in it. When viewed in depth the planning

process up to the evaluation of external activities has provided equal and fair opportunities to each party involved in its deliberations, through deliberation, with the principle of freedom. PPMI Assalam implements democratic values, including deliberation in carrying out the principles of extracurricular management.

The planning of extracurricular activities begins with the determination of the type of extracurricular activities based on the interests of *santri* packaged in a discussion in deliberation (Ramdhani, 2020). Second, the fulfillment of facilities and infrastructure, the value of freedom is also contained in the third stage, namely, the implementation and determination of the target of achieving extracurricular activities. Competent trainers who already have the same views and goals, together compile a key performance indicator of each extracurricular activity. Based on the KPI, the coaches are given the freedom to manage carefully to determine the strategies and policies to realize the KPI. The planning system as outlined earlier shows that at some level extracurricular planning contains democratic values such as justice and freedom. Both values are the basic foundation of democratic education through international activities.

Meanwhile, at the level of the implementation of extracurricular activities democracy value is also seen by the granting of freedom to the *santri* to choose the external activity/rikuuler choice they are interested in. In this regard, each *santri* has the same right to participate in the extracurricular activities they want without pressure from any party. In addition to the selection of elective extracurricular activities, democratic values are also found in the system of forming extracurricular groups. In the formation of extracurricular groups, there are at least 2 basic values of democracy, namely, the value of uniformity and tolerance. Extracurricular groups consist

of various classes and regions of origin *santri*, there is no discrimination against certain *santri* groups.

In addition to the democratic values that have been developed in the previous management aspect, democratic values are also found at the evaluation stage. In the evaluation of at least 2 democratic values, by integrating the values of other religious principles, namely: deliberation, and dialogue, both values are integrated with the attitude of giving good news (*basiron*) for the target of achievement following the KPI by always avoiding the development of *riya'* attitude. Through the form of external evaluation developed at a certain level has shown the extracurricular function of PPMI Assalaam not only as a container to achieve non-academic achievement which is then generally used as a *pesantren* promotion material, but also has a function that is further than that, namely to develop democratic values and interpersonal *santri* becomes its main focus.

Forms Of Extracurricular Activities

The democratic education process at PPMI Assalaam is generally implemented through extracurricular activities based on the orientation of democratic education in line with Zamroni's opinion (Zamroni, 2011). It is also based on the development, training of students' ability to foster democratic values as in line with the opinion of Katherina A. Payne (Payne, 2017).

The first extracurricular activity is the activities of *santri* organizations. Organizational activities at PPMI Assalaam are implemented based on positioning *santri* as the main subject in its implementation, all *ustadz* only act as facilitators and presentation of contextual problems to *santri*, through the development and training of *santri* ability to discuss, debate, be responsible, and consult.

The above aspects can be seen with the active involvement of *santri* in the preparation of organizational activities and work programs. The administrators of *santri* organizations are given the freedom to plan the activities they want following the rules of pesantren. They are also allowed to discuss and consult to develop an organizational work program based on the values of freedom, creativity, equality, and participation.

Santri is positioned as a subject by giving authority to the organization's board to determine and grant a sanction for minor violations committed by members of the organization. The organization's shaker is taught to find the best solution that he must give to the *santri*, this will further train and cultivate the ability of problem-solving. This process will eventually give birth to democratic values, namely the values of justice, responsibility, equality, and tolerance (Molloy et al., 2020).

The next democratic value developed in OPPPMIA PPMI Assalaam is contained in the stages of the organizational formation process based on positioning *santri* as a subject and *ustadz* as a facilitator. The process of developing creativity, thinking, and discussion is grown by providing opportunities for old managers to create, innovate and devote all their thoughts in proposing candidates for new organizational managers who are packaged in format teams and conduct guidance and leadership and teamwork training. This process will foster the value of democracy, namely the value of freedom, equality, participation, and critical power development (Iqbal, 2016). The series of student organizational structure formation, which provides opportunities for prospective chairmen to fulfill their vision and mission, is further continued with an appreciation of the aspirations of all students to choose one candidate for the existing

chairman. To some degree, this will act as a social laboratory for the application of democratic values in education, which is referred to by Matthew & Chester (1992) as school-based democracy education. All stages of the process of developing democratic values through *santri's* organization ended with a report of accountability from the organization board. As a laboratory of the application of democratic values, many democratic values contained in it include freedom, trust, tolerance, equality, and critical. Various activities of school organizations will affect many dimensions of *santri* if created with a good setting. (Osterman, 2000)

Şanlı (2015) argues that the development of a democratic environment is the main key of a school in developing the value of student democracy. Teaching democratic behavior and attitudes, democratic school management, and creating programs that develop democratic values as a form of realization. It is one of the school's most important tasks to help students realize and develop the ability to plunge into a democratic society.

School programs that support the development of democratic values should be systematically planned and implemented by schools. One of them is the ability to express their aspirations. Such capabilities will not grow by themselves without the development of school program programs that lead to the development of these establishments. PPMI Assalaam develops the extracurricular *muhadhoroh* and also *muhadatsah* as a program to develop the ability of *santri* oration, in addition to as a program for the development of foreign languages *santri*.

Muhadhoroh as one of the extracurricular must be based on positioning *santri* as a subject, the presentation of problems in people's

lives, and the role of ustadz only plays a role as a facilitator. Muhadhoroh is the development of oration ability, the ability to speak *santri* in public and mental *santri*. PPMI Assalaam students are trained to be able to convey messages of advice with a good mind in public, or respond to the current circumstances or issues both developing inside the pesantren and outside the pesantren. It is expected that in the future the students can express their opinions, discuss, exchange ideas and be able to greet criticism and suggestions.

Through muhadatsah activities that are packaged in conversations of two students facing each other, each other asks each other and answers about the theme that has been determined by the guide in the official language. There is a democratic educational process in it that lies in the selection of couples in the conversation. The selection of conversation partners is done randomly, so that *santri* is free to choose their respective speaking partners. This shows that the value of equality, tolerance, and respect for others is developed through muhadatsah activities. This excitement is the training of *santri's* ability to express opinions and mental development of *santri*.

The process of democratic education carried out in halaqoh activities is based on positioning *santri* as a subject and contextual problems that are happening. This can be seen in the activity which starts from lectures from ustadz in various discussions of certain topics, then continued with questions, and at certain times activities are also formed in religious discussion forums to discuss certain issues, where each member expresses his opinion by including strong reasons. In addition to halaqah activities, the *santri* is also instilled about democratic values through Islamic studies that discuss the concept of muamalah between humans.

The process of democratic education is further carried out with extracurricular

sports and arts activities. The activity aims to train *santri* to develop social skills, cooperation, togetherness, and moral *santri*. This can be seen by the involvement of the participants in interaction with other participants in the group who have different backgrounds, both from the background of the class, origin, or room. It is with these different backgrounds that students are taught to accept differences, appreciate diversity, and practice expressing their thoughts and ideas to achieve their goals with the group.

The next democratic education process is packaged in the training of expressing opinions through writing. PPMI Assalaam developed this with journalistic extracurricular activities. Journalistic activities are accommodated in two containers, namely KARNISA magazine and wall magazine. Journalistic extracurricular activities are shown so that *santri* can express and pour all his thoughts both related to their lives in pesantren and the reality of life that occurs outside the pesantren.

The value of freedom is also developed in journalistic activities. The value of freedom can be seen by submitting the entire process of preparing the magazine directly to the *santri-santri* under the responsibility of the publishing part of the OPPPMIA board. So that *santri-santri* is given freedom in forming a team of the author of the magazine or wall magazine. The *santri* is also given freedom in determining the theme and content. The themes contained in magazines or wall magazines also vary, including *santri* activities in pesantren, *santri* achievements, and even issues that occur in life outside pesantren such as political issues and others.

Scouting activities are one of the democratic education processes in PPMI Assalaam. Through scouting activities are expected to be realized in the *santri* skills and life skills and have mental, moral,

spiritual, emotional, social, intellectual, and physical resilience.

Life skills in *santri* are developed through the cultivation of attitudes of togetherness, tolerance, cooperation, please help, belief in themselves, willingness to sacrifice, caring for others and others. PPMI Assalaam hopes that with scouting activities, *santri* will be ready and able to plunge into a diverse society.

These values can be seen with the implementation of weekly scouting activities at PPMI Assalaam on Saturday. Scouting activities are realized by giving theories about scouting or by marching line activities and games. In addition to these routine activities scouting activities are also realized with camp activities 1 time a year in the wild, where the students are united in a camp containing various

members of different groups both class, regional and tribal origin, and they are united in a situation full of limitations that require them to share.

CONCLUSION

Actualization of democratic education in the boarding school environment through the development of excretory activities can be done by reorienting extracurricular activities. At least the reorientation process can be done in the early stages, namely, the use of extracurricular activities proportionately and professionally, to carry out extracurricular management based on democratic values and develop extracurricular activities in a structured and planned manner to develop democratic values gradually and continuously.

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