

The Application of Society Based School and Its Implication toward Self-Governance of the Second Year Students of “SMU ALTERNATIVE QARYAH THAYYIBAH” of Kalibening, Salatiga in the Academic Year of 2007/2008

Lina Mardiyah

English Department of Education Faculty
STAIN Salatiga
linamardiyah@gmail.com

Abstract

This paper attempts to describe the application of society based school and the implication of such a system as well as to depict the relationship between them toward students' self-governance at SMU Alternative QT in the academic year of 2007/2008. The respondents of the study are 20 students of the second grade and 9 teachers. By applying descriptive qualitative research, It found that there is relationship between the application and the implication of society based school toward the students' self-governance where the students become more ready to live in the future, realize their own personalities better, and have many skills.

Keywords: *Society Based School, Self-Governance*

Abstrak

Tulisan ini mencoba untuk menggambarkan aplikasi sekolah berbasis masyarakat dan implikasi sistem tersebut, serta untuk menggambarkan hubungan antara mereka ke arah self- governance/kepemimpinan mandiri siswa di SMU Alternatif QT pada tahun akademik 2007/2008. Responden dalam penelitian ini adalah 20 siswa kelas dua dan 9 guru. Dengan menerapkan penelitian deskriptif kualitatif, menemukan bahwa ada hubungan antara aplikasi dan implikasi sekolah berbasis masyarakat terhadap siswa 'self- governance, dimana siswa menjadi lebih siap untuk hidup di masa depan, menyadari kepribadian mereka sendiri dengan lebih baik, dan memiliki banyak keterampilan.

Keywords: *Sekolah Berbasis Masyarakat, Self- Governance*

Introduction

The effort of education quality improvement has become ongoing issue in developing countries, especially Indonesia. It happens because there has not been satisfying result of the education output from the current system. Many assume that the lack of successor of education instruments, such as curriculum, methods of teaching and learning, facilities, teachers' professionalism, students' psychology, has led this unfortunate phenomenon. The teachers, for instance, used to give punishment than reward toward the students. They tend to be commander, administrator rather than facilitator, and learning partner. In turn, the students are presumed as object of education that leaves their psychology. It creates such a terrible burden for the students hinder them to acquire what to be learn. The conventional method of teaching also affects their creativity to develop the potent. Moreover, adaptation of the current curriculum application which changes very often worsens the education quality.

Considering this phenomenon, some educators and scholars attempt to find alternative ways by applying different education system to create a comfortable environment that is fresh, joyful, and friendly in order to establish higher education quality and prepare the students to face the real life in the future.

Society based school is one of the form of alternative ways which firstly introduced by Qaryah Thayyibah. Bahrudin (2007), as the founder, said that education in Indonesia was increasingly shoddy and expensive had driven him to initiate the society based school that emphasizes on students' center, economical school fee, and high quality.

Derived from those rationales, the writer decided to conduct this research by addressing the following three major aims.

1. How is the application of society-based school at SMU Alternative Qaryah Thayyibah of Kalibening Salatiga?
2. How is the implication of society-based school toward students' self-governance at SMU Alternative Qaryah Thayyibah of Kalibening Salatiga?
3. Is there any relationship between the application of society-based school and its' implication toward students' self-governance at SMU Alternative Qaryah Thayyibah of Kalibening Salatiga?

Education System in Indonesia

Education system in Indonesia has got many critics for its failure to answer the challenge in living society. All of component of education are not yet maximal in doing educational process. In the reality, Sutrisno (2006: 6) states that education is merely considered as transformation of knowledge. Thus, it is not able to reach the real core of learning such as potency, personality, and confidence development. In addition, the education which tends to be directed to the cognitive aspect has contributed in many moral problems in the society. As Supriyanto (2004:10) says, the worsening moral performance nowadays is the result of education system which emphasizes on cognitive aspect instead of characteristic shaping.

Answering such a challenge, society based school is present as an alternative to conduct education.

Society Based School

According to Bahrudin (2007: 1), society based school emphasizes on the local character development that supported by participations of all

societies. In the area of implementation, education management using this system is based on:

1. Cultural process

Human beings are the agent of educational process which works for themselves or the other people. Culturing process is the basic reason to describe it. Therefore, it is true if long life education is a common theory for all people. Education, in this case, does not merely refer to school. Instead, it involves society who provides real circumstance for the students to develop their abilities.

2. Contextual educational community

In learning process, QT uses CTL (Contextual Teaching Learning) which means that there is strong relationship between material and reality. It is important that students directly participate and be able to relate between learning contents and the application on daily life.

3. Adapted national curriculum as standardization

Generally, the basic characteristic of conventional curriculum as the background of national curriculum emphasizes on the following items.

- a. political teaching learning process
- b. condition of culture, mastery of value's conventional culture, and basic skill and learning thought
- c. subject matter
- d. cognitive aspect

Meanwhile, curriculum used in QT emphasizes on the alternative model as follows.

- a. Freedom choice
- b. Preferred learning activity

- c. Learning process is conducted as a result of teacher and students' agreement.
- d. Each student is able to decide material to be learned by himself.

All of these terms are used to provide basic education oriented to the community. For this reason, students are allowed to find what they really need and look for on the society since they are expected to be the part of society who are capable to solve the problem faced.

Considering this, society is inevitably necessary to contribute learning success. Therefore, students learn with society which always meet changes and realize dynamic education that applies to long life education.

Learning Strategies in Teaching Learning Process of QT School

1. Active learning

QT places the student as the subject of education. This system based on the philosophy of constructivism underlying on the active thought. Some aspects stressed on it are as follows.

a. Problem Solving

In every learning process, students should solve the problem. It is usually presented in the beginning of the lesson. The aim is to encourage them to be active in order to face the problem on the lesson.

b. Discovery and Inquiry

Discovery and inquiry imply that solving problem need insight that can be gotten from many sources, such as books and internet.

2. Student as the main actor

It is applied to grow students' basic competencies as human. They are:

a. Trustworthy

- b. Critics
 - c. Responsibility
 - d. Skill
3. The teacher as partner
In this stage, teacher has role as a guide in building students' interest toward the subject they have chosen.
4. The development of curriculum
The curriculum used should be developed and linier to real life. Therefore, students are able to use the environment and its community as the source of study.
5. Facilities based on truly function

Research Methodology

It is a qualitative research that describes the application of society based school and its implication toward students' self-governance at SMU Qaryah Thayyibah Salatiga. Hence, descriptive approach is needed to probe the result. Meanwhile, the participants of the research consist of 20 second year students and 9 teachers. To collect the data, the writer uses interview, observation, and documentation.

Discussion

The Application of Society Based School

According to data obtained from the teachers, QT was established for the unsatisfactory of quality of current education that is conventional and very expensive, especially for low economy level-people.

Based on those facts, QT tries to apply new concept of education that is able to answer the challenge of real life. To solve the problem, QT offers

low fee-schooling with extended quality. This concept is in accordance with Mr. AD and Mr. BR statement who says that QT has a commitment to provide such a cheap but high quality school that is affordable for all people, including farmers who live in the villages.

Another concept offered by QT is the system of teaching learning process. Instead of using hierarchical and authoritarian system applied in formal schools, QT employs new education model which is more democratic and flexible that implies freedom. Such a concept is equal to Mr. AD statement who says that students are free to do all things to develop their potent and creativity. Mr. SS similarly conveys that no force against the students to do what they do not want because each human has different skill and willingness. Furthermore, Mr. AD denotes that freedom system is used by the entire member of learning, regardless the students, teachers, staffs, and even the headmaster. According to him, the students should be placed as the subject of education in the teaching learning process. This system is based on the philosophy of constructivism underlied on active learning. Bahrudin (2007: 13) points out that there are some aspects stressed in constructivism. Those are problem solving, discovery and inquiry, and sharing.

Moreover, teachers play a role as facilitator. It means that they place themselves as the companion of learning. Mr. BR says that teacher is not an authoritative manager in the class. Since regarded as learning partner, students are free to speak Indonesian, Javanese, or any other languages to their teachers.

Considering teaching method, QT are used to employing fun-oriented method that involves experience and knowledge sharing, discussion, role playing, game, interview, and group study. This statement is supported by Mr. MJ who says that there should be certain system that is able to develop students' potent maximally. In this case, teachers should always give

appreciation and reward to all creativities and attitude they have made despite unsatisfying result. Such a thing is due to human basic competencies namely truth, criticism, responsibility, and skill.

By applying this concept, students are expected to be more ready to enter their life in the future with confidence and confident to take benefit from the challenge. Besides that, freedom given encourages the students to have more skills as life survival, like farming, multimedia designing, film making, and so on.

The Implication of Society Based School toward Students' Self Governance

Human beings are creatures that could always be involved in educational process. Therefore, the cultural processes will develop continuously. This is because they are the messengers of the culture in the civilization. In his process, education should encourage students to learn and society should be the centre of teaching learning process.

Qaryah Thayyibah School is an institution that applies different model in teaching learning process. The differences include the use of educational based society, the strategies developed, and the methods that are used in the process.

The concept of society as the center of education is in accordance with IZ statement who says that the concept of QT is humanistic. It happens because education is a humanization process of the students to boost their ability based on their potent and uniqueness.

QT also applies CTL (Contextual Teaching Learning Approach) that support the students to participate in long life education. In this case, they are free to decide what to be learned. As stated by AM, the students can create and express their ability and tendency freely without being forced. Due to this

concept, FN adds that students have varieties of skills like making novel, film production, music, theatre, etc.

In addition, teachers similarly have important role toward qualities of education as students' learning partner. Hence, MR says, the characteristic of a good teacher is to learn together with students, not to dominate the class activity.

Overall, the implication of the concept of freedom is fun learning activity since it is supported by society based school, students' freedom of learning willingness, and cooperative teachers.

The Relationship between the Application and Implication of Society Based School toward Students Self-Governance

In this research, the writer focuses on the relationship between two variables of the second year students of SMU QT, specified on the students' psychological development and their self-governance.

Mr. MJ says that by applying the society based school system, students are more ready to live in the future for they have learned to be independent, critical, and responsible of consequences they do. In addition, SQ states that by those skills, they can develop their society, particularly in their own village. Furthermore, the application of such a system has yielded the increase of students' creativity and confidence. Like Mr. MJ's statement, the students are more confident to deliver questions or overcoming their curiosity by discussing. It is showed, for instance, by when they discuss with some lecturers of the educational department of Jakarta State University (FIP-UNJ) that was attended by the dean of FIP Karyadi and the Head of the university, Bedjo Fuyanto (Mondah, Juli 17th, 2006)

Conclusion

The applications of society based school are cheap-fee schooling with higher quality, freedom to potency and creativity development, the teacher's role as facilitator and learning companion, and fun teaching learning process. Meanwhile, such a system has created students to be more humanistic and motivated to learn. In addition, they are free to decide their choice and it can be seen that students and teachers are equal as learning partners. Dealing with the relationship between the applications of society based school and its implication toward students' self-governance, students are more ready to live in the future, confident to express their ideas, responsible, and skilful.

References

- Bahrudin, Ahmad. 2007. *Pendidikan Alternative Qaryah Thayyibah*. Jogjakarta: LKiS.
- Supriyanto, Eko. 2004. *Inovasi Pendidikan: Isu-Isu Pembelajaran, Manajemen, dan Sistem Pendidikan di Indonesia*. Surakarta: UMS Press.
- Sutrisno. 2006. *Revolusi Pendidikan di Indonesia: Membedah Metode dan Praktek Pendidikan*. Jogjakarta: Ar-Ruzz Media.