

CONSTRUCTION OF A DEMOCRATIC EDUCATION SYSTEM

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Abstract

Democracy will be the model of education in the future. A democratic educational system will produce graduates with social impact and the ability to participate in public decision-making. The reality, however, is not as anticipated. The current educational system is governed by a method of providing rather than digesting information. Furthermore, the relationship between teacher and student is founded on dominance rather than collaboration; the instructor controls the pupils. As a result, it is necessary to restructure and realign the educational system in order to build democratic education. At the very least, there are four elements to it: 1. Shift education administration from centralization to decentralization; 2. Shift education curriculum from theoretic to problem-oriented; 3. Use a constructivist method to teach subjects that are based on real-world problems experienced by students. 3. Treating kids like subjects rather than objects. 4. The teacher is a facilitator and motivator rather than a leader.

Keywords –Education, Construction, Democratic

1. Introduction

Democratic education will be the educational paradigm of the future, and it can only be fulfilled in a democratic society, country, and state. Democracy, particularly education democracy, can not heal different developmental disorders, such as the inability to obtain a good education, but it does give the best possibility for the application of justice and respect for human dignity. Graduates of a democratic education will be able to engage in the lives of others and influence public policy decisions. Democracy in education has been a distant dream till now. (Departemen Pendidikan Nasional, 2003). In actuality, however, there are still certain educational phenomena that are not democratic, such as the phenomenon of poor educational procedures and outputs. The contemporary educational landscape can be summarized as follows: (1) Information distribution, not information processing, dominates the educational process. (2) The educational process continues to emphasize listening and memorization rather than interpretation and application of what is taught and efforts to increase knowledge. (3) Authoritarian teachers/lecturers continue to dominate the educational process. (Suhardjono, 2000).

However, in reality there are still educational phenomena that are not democratic, for example the phenomenon of the inadequate quality of educational processes and products. The current picture of education can be explained as follows: (1) The education process is dominated by information delivery, not information processing. (2) The educational process is still centered on listening and memorizing activities, not interpretation and meaning of what is learned and efforts to build knowledge. (3) The education process is still dominated by authoritarian teachers/lecturers. (Djohar, 2003).

Starting with the problem's history, this article addresses four issues: (1) the notion of democracy from the standpoint of education, (2) the link between education and democracy, and (3) how to achieve democracy via education? (4) Attempts to establish a democratic educational system.

2. Method

The purpose of this study is to look at how to create a democratic educational system. This article was written using a qualitative descriptive writing approach, which falls under the category of literature research. The author's data was gathered via searching, categorizing, and analyzing it in order to provide it in this work. Information taken from a variety of sources

3. Results and Discussion

Education in the Light of Democracy

Democracy is derived from Latin and derives from the fundamental words *demos*, which means people, and *cratos*, which means power, therefore democracy may simply be defined as people's sovereignty. According to Sparingga, democracy is "government by the people," in which "the greatest authority is in the hands of the people" and is "executed directly by them or their representatives chosen in free elections." The main principles of democracy are (a) people's sovereignty, (b) government based on consent of the governed, (c) majority rule, (d) minority rights, (e) human rights protection, (f) free and fair elections, (g) equality before the law, (h) due process of law, I constitutional restrictions on government, (j) pluralism in socioeconomic and political aspects, and (k) values tolerance, pragmatism, cooperation, and consensus. (Daniel Sparingga, 2000).

What does democracy mean in terms of education? Democracy acknowledges each citizen as a unique individual with their own set of benefits and drawbacks. Democracy gives a wide range of chances for each individual to realize and develop his or her full potential, both physically, psychologically, and spiritually. Democracy also acknowledges that all people have the same rights and responsibilities. As a result, democratic education is defined as education that treats pupils as distinct persons with potential that must be fulfilled and developed to the fullest extent feasible. As a result, democratic education must give diverse treatment to various target pupils based

on their individual qualities. Students and instructors must actively participate in the design, development, and implementation of the teaching and learning process in democratic education. Parents and the community must be involved in the planning, development, and implementation of the educational process.

Democracy, in the context of education, is the recognition of individual pupils in line with their dignity, because democracy is both natural and human. (Iskandar Wiryo Kusuma, 2001). This means that the study conducted by those participating in the educational process must take into account and respect students' skills and unique traits. There is no pressure involved, and no students are being printed who are not acting in a dignified manner. This indicates that the research of those participating in the educational process must take into account and respect students' skills and unique traits. There is no element of force, and no printing of kids who do not respect their dignity.

As a result, democracy entails mutual respect, tolerance for others, self-control, and selflessness, among other things. All parties participating in the educational process are aware of the character or climate that contains subtleties of mutual respect, such as between instructors and teachers, between teachers and pupils, and between teachers and community members such as parents and others. This implies that, in the spirit of democracy, one must surrender to a consensus or mutual agreement. Acceptance without force is not required, but all of them will have the same mindset. In other words, a person accepts a collective decision with sincerity because it prioritizes the common good over personal interests.

In education and learning, democracy is based on the principle of equal opportunity for all. This implies that pupils have equal access to educational options and treatment. Teachers ensure that each student has an equal opportunity to engage in every instructional activity. (I Nyoman Sudana Degeng, 2001).

Relationship Between Education And Democracy

There are two opposing points of view on the link between education and democracy. (2001, Zamroni). It first arises in the context of liberal democracy

supporters who reject the use of education as a tool for political indoctrination that advantages the government.

Because schooling produces graduates who are unable to make decisions on their own and are prone to become robots. Education, according to this group, should be used to foster democratic values, improve critical thinking, stimulate the pursuit of knowledge, and defend human dignity at all times. Second, education is a tool for cultivating political knowledge, attitudes, and conduct in the hopes of fostering good citizenship in pupils. Education, in this perspective, is an unavoidable weapon for political socialization. Even in the West (the United States), which is seen as a champion of democracy and human rights, education is being used as a tool for political socialization in almost every country. They continue to utilize education to indoctrinate people into their political beliefs. The capitalist system is usually stressed as the best and other systems as the worst in civics textbooks. Similarly, each book explains how emerging countries' lives are still extremely backward.

Democracy and education are, in reality, intertwined and mutually beneficial. For example, if education is defined as a process of assisting students in realizing their full potential, then it must be carried out democratically (often referred to as education democracy). Democratic education is defined by a learning environment that allows pupils to maximize their potential for certain goals. (Suhardjono, 2000).

Educating for Democracy

Education encompasses a wide range of topics, including academic paths, extracurricular activities, and family relationships. Basic, secondary, and higher education are all degrees of school education. According to John Dewey, schools must perform three roles in order to create democracy in and through them: they must produce a simplified environment from the existing, essentially selected complex culture that can be assimilated by teenagers, and they must eliminate as much as feasible. Schools must balance the various elements of the social environment and try to provide opportunities for each individual by eliminating trivial and unnecessary things from the past and

choosing the best, allowing children to become better citizens and form a more developed and prosperous future society. to be free of the constraints imposed by the social group into which he was born To put it another way, school is life, and life is school or education. (Zamroni, 2001).

This viewpoint implies that students are participants in the educational process. Not the material taught, but the pupils' social activities play a significant part in the educational process. This contemporary instructional approach focuses and serves as a platform for students' growth of creativity, independence, tolerance, and responsibility. Because students act as facilitators and motivators, this teaching function will emerge if students are exposed to the educational process.

As a result, theoretical content will be linked to the realities of student life. Students are given the opportunity to talk about these challenging topics. If the student dimension is the subject of instruction, the instructor functions as an animator and facilitator, and the teaching materials are problem-oriented, the decentralized management dimension is used. Zamroni's four-aspect-oriented education will materialize democratic educational practices and develop democratic, creative, tolerant, and independent graduates.

Constructing a Democratic Educational System

The notion of a democratic education system refers to how education is planned, designed, and developed such that democratic qualities or principles can be realized. It is also general in the sense that it includes all components of the education system, such as curriculum, educational materials, infrastructure, student environment, instructors and other education staff, educational procedures, and so on. It may also be unique, referring to the packaging of certain components of the education system, such as how the curriculum, lesson materials, or teaching and learning procedures are created in such a manner that they reflect and allow the establishment of democratic ideals. (Arief. S. Sadiman, 2001).

The democratic education system must be clarified at both the macro and micro levels, whether at the national level, which applies throughout Indonesia,

or at the micro level, in the school or classroom environment, to allow certain schools/regions to adapt to local conditions and needs while maintaining their national and global orientation. The availability of subjects that contribute to a democratic climate in the teaching and learning process, and vice versa, can implant democratic principles in students, must also be described in the curriculum. Certain instructional materials are required for schools and educational institutions. They should, ideally, be able to select their own educational resources that they value highly. The instructional materials itself must be presented in such a way that recognizes that each student has unique strengths and limitations, allowing for active involvement and positioning students' objectives as topics rather than educational subjects.

The implementation of democratic ideals in the practice of education, or daily teaching and learning, requires a strong educational infrastructure. For example, classrooms with non-fixed but highly flexible tables and chairs, and libraries with different contents that not only encourage students to visit and read, but also give alternate learning opportunities. In the classroom, libraries, both in classrooms and in schools, must be an intrinsic component of the teaching and learning process. Individual children will have various needs, thus schools and educational institutions must be able to create a learning environment that meets biological, psychological, and social requirements.

Democratic teachers must be included in the educational system. Teachers must be able to tolerate diversity, respect students' opinions, refrain from imposing their will, be well-informed, and provide a democratic learning environment. Because there are so many different sources of learning in a child's life, the function of the teacher is not the sole source of learning. Education, or the process of teaching and learning, must represent democratic principles.(Arief. S. Sadiman, 2001).

4. Conclusion

In education, independence, freedom, and responsibility are all part of the definition of democracy. Self-confidence and understanding of one's own limitations need independence, therefore interacting with others is essential in communal life. It is vital to establish a vision of life that is founded on awareness of society's diversity, rather than being solely concerned with people or groups and producing conflict, in order to achieve freedom. As a result, freedom must coexist with a feeling of accountability.

Democracy and education are two terms that are related because the values of democracy must be understood and owned by the community through education, and vice versa, so that education can produce graduates who have independence, critical power, dynamic, democratic character, and always uphold human dignity, then education must be implemented with democracy.

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