

**ISLAMIC TEACHER ROLE IN IMPLEMENTING THE VALUE OF
DEMOCRACY FOR THE EARLY VOTERS
IN MADRASAH ALIYAH NEGERI KEMBANGSAWIT MADIUN**

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Abstract

One of the functions and objectives of the national education is to be a citizen of a democratic and responsible, so in this context, the Islamic Education also has an important role in the effort to establish and inculcate democratic values on the learner. Learners aged 17 already have the right to vote in elections, election, election or other options. Learners who have voting rights can be considered as first-time voters who cast his vote because they were only come the voting age. The results showed that the role of a teacher is as a facilitator, motivator, designer, mentor, organizer, the main source, the second parents, the guide to achieve national education goals, and nationalists. Islamic teacher role is in the Islamic education syllabus, the role of the students, and the cooperate activities with General Election Committee (KPU), Madiun regency. The Islamic teacher's strategy in building the democratic values is in the intra-curricular and extracurricular, such as OSIS, Scout, and the class organization.

Key words: Islamic teacher, democracy values, early voters

INTRODUCTION

Islamic education is defined as a method and approach that aimed to establish Islamic learners being a Muslim personality, based on the Al-Quran and As-Sunnah. Islamic education is one part of the National Education System. It is described in Law No. 20 of 2003 on the National Education System in chapter VI, part 9, section 30 which said:

1. Religious Education organized by the government and / or community of believers, which is appropriate with the legislation.
2. Religious Education serves to prepare students to be members of the public who understand and practice the values their religion and / or become a theologian.
3. Religious education can be organized in formal, informal and non-formal education.
4. Religious Education shaped *diniyah* education, boarding schools, *pasraman*, and other similar forms.
5. The provisions concerning religious education is referred in verses 1,2,3 and 4 and organized further by Government Regulation.

Referring to one of the functions and objectives of the national education, a democratic and responsible citizen, in this context of Islamic religious education has an important role in the effort to establish and inculcate democratic values on the learner. Democratic behavior is a behavior that can support the establishment of democratic principles. Democracy itself is a form of government where the people are the ones holding the ultimate sovereignty. Meanwhile the democratization is a process of the implementation of democracy in political life, state and society. Democratic society will be achieved if the public conditioned to behave in a democracy that reflects the culture of everyday life from an early age, even this behavior can be built directly within the family, community, or in educational institutions.

Establishing the democratic values in the world of Islamic education is necessary, because the cause of democracy in Islamic education has actually existed long before the word "democracy" appears in Indonesia, democracy has been applied by the Prophet Muhammad, known by the term "deliberation". Both of substance and principle of consultation that has much in common with democracy today have the freedom to make choices and argue without any coercion or pressure from other parties. In this regard, Allah says in the Qur'an, *surah Asy-Syuura: 38*, which means: “*Dan (bagi) orang-orang yang menerima (mematuhi) seruan Tuhannya dan mendirikan shalat, sedang urusan mereka (diputuskan) dengan musyawarah antara mereka;*

dan mereka menafkahkan sebagian dari rezki yang Kami berikan kepada mereka” (Q.S. Asy-Syuura: 38).

and

“Maka disebabkan rahmat dari Allah-lah kamu berlaku lemah lembut terhadap mereka. Sekiranya kamu bersikap keras lagi berhati kasar, tentulah mereka menjauhkan diri dari sekelilingmu. karena itu ma'afkanlah mereka, mohonkanlah ampun bagi mereka, dan bermusyawarahlah dengan mereka dalam urusan itu. kemudian apabila kamu telah membulatkan tekad, maka bertawakkallah kepada Allah. Sesungguhnya Allah menyukai orang-orang yang bertawakkal kepada-Nya” (QS. Al-Imran 159)

The explanation above explains that the school or educational institution, especially teachers of Islamic religious education (PAI) has a significant role in fostering democratization for learners who sat on the senior high School or *Madrasah Aliyah Negeri (MAN)* or other equal institution. Lessons are held by PAI teacher at the school, is expected to be taught about the culture of democracy effectively, where students are taught to recognize the equality dignity and prestige among humans, so in every speech and actions must reflect respect and respect for others, as well as have tolerance to others.

This democratic attitude should be inculcated in early, because when the students on class X or XI which have been aged 17 years and over, it means they have right to choose political parties, elections, election, election or other options. Learners who have voting rights can be considered as first-time voters because voters can be interpreted as a voter who first chose it because of their age just entering the voting age. New voters are usually the being target of a political party to collect the vote as much as possible, even money politics became one of the tricks to engage the voters in the voting. This situation is not appropriate to educate and damage the morale of the young generation.

Establishing the democratic values have relevance to the role of a Islamic teacher, because the substance of democratic values in the form of independence, fairness, and tolerance must be implanted by a Islamic teacher who has a role as an educator, mentor, motivator and facilitator. Tasks and responsibilities in the cultivation of democratic values are done by a variety of strategies that can be implemented optimally.

Madrasah Aliyah Negeri Kembangawit Madiun has a good relationship with the General Election Commissions (KPU) Madiun district in establishing the democraton value by giving the materials about organization, leadership, democraton, and the election of OSIS leader.

Islamic Teachers Role in establishing democracy values for the beginner voter of Madrasah Aliyah Negeri Kembangawit Madiun

The role of a teacher is expected to establish the democracy to the students, so that the government of Indonesia became a clean democracy, dignified, honest, and responsible and do not be the one who has the character of an opportunist, arrogant, and just want to get benefit for themselves which is very odds with the democracy principles namely the development of democratic values of freedom, equality, brotherhood, honesty, and fairness.

Democratic education relies heavily on the role of a teacher; it is because the interaction done by a teacher and students in and outside the classroom, directly or indirectly instill democratic values to learners. Establishing the democratic values to the learners as if a burden and a job of Civic Education teacher, in fact the application of democratic values can be applied by all stakeholders in Madrasah including PAI teacher, because the principle of democracy is free to think and act according to the corridors applicable, equal rights and obligations, and responsibility.

The role of PAI teachers by establishing the democratic values clearly visible on the syllabus material of Islamic Religious Education class X, precisely that: Standard Competence:

Understand the verses of the Qur'an about democracy. Basic Competence: Reading QS. Al-Imran verse 159 and QS. Asy-Syu'ara verse 38, mention the meaning of QS. Al-Imran verse 159 and QS. Asy-Syu'ara verse 38, showing the democratic life in everyday life. This material was presented by PAI teacher using a variety of learning methods, for deliberation containing material about democratic values will be better understood by learners when demonstrated directly. The roles of PAI teachers in the delivery of these materials are as a designer, organizer, facilitator and motivator from the beginning to the end. The methods used by teachers PAI in delivering QS. Al-Imran verse 159 and QS. Asy-Syu'ara verse 38 and other materials containing the values of democracy to the students, as follows:

a. Team Teaching

This method is used by PAI teachers in a way to bring the best reciter of 'Al-Quran around Madrasah Aliyah Negeri Kembangawit Madiun society to teach the right procedure of reading the Al-Qur'an such as reading the QS. Al-Imran verse 159 and QS. Asy-Syu'ara verse 38, while PAI teacher explains the meaning of them. In this method, Qari 'and PAI teachers work together into one system (team teaching). This statement is reinforced by the opinion of Mr. Ghufroon Ahmadi, S. Ag as a teacher of the Fiqh and Al-Qur'an Hadith.

b. Role Play method

Researchers found this method to be used by PAI teachers in the delivering material character of the patient. PAI teacher prepare the script of the story of Prophet Job who exemplifies patient behavior. PAI teacher explains before implementing the techniques according to the script that has been made, determining the appropriate learners to be cast in the story, and simply playing out in front of the class that is seen by other learners. Democratic values that can be drawn from this method are the equality and rights of teachers and learners, among learners with each other. Other values contained in the implementation of this method such as comments, criticisms, and suggestions provided by students who are watching, when the show is over to make learners more daring in expressing opinions, giving advice, and become a critical.

c. Group Working Methods

This method is often used by PAI teacher in the classroom with a variety of materials, such materials regarding the procedure of deliberation that is good and right. On this matter, PAI teachers divide the students into groups and each group consists of 5-7 people chosen at random so as not to cause noise, favoritism, and more interesting.

PAI teachers in the implementation of this method serve as supervisor, mediator, explanatory, and advisors when an argumentation between groups happened. Noted that not all of the materials can use this method of working groups, teachers are expected to be sensitive to material that can use this method to make the students really understand the material.

The mutual respect of a friend opinion, give time to a friend for the presentation, ask when the presentation cannot be understood well, express dissent, more openly and boldly in expressing their opinions on this method is a form of values real democratic. If this attitude continues they retained until the outside Madrasah, or while in the community, then they will be a democratic one.

d. Discussion Method

Discussion method is similar to methods of working groups, participants were divided into discussion groups. Discussion groups can be determined by the teacher and can also determine their own members. As group members are determined by teachers, learners will feel uncomfortable but if given the opportunity to select members of the class, then they will be very happy because they usually understand each other very well and select close friends as a member of the discussion. PAI Teachers should determine the interesting material for discussion because if the materials that will be discussed are not interesting, then learners will be less active in carrying out discussions. Vice versa, if the material is a matter of discussion interesting, then learners will be more active and motivated to create an

atmosphere of fun discussion, effective, and efficient. Implementation of the discussion consisted of diverse opinions, thoughts, and knowledge they express, unites, and concludes to be the outcome of the discussion. What they did during the discussion is an example of a good democracy, as well as the results of discussions read by an interaction between a group discussion in the form of response, rebuttal, question, debate, and suggestions are democratic values hidden in the method of this discussion.

e. Question and Answer Method

Question and answer method is actually almost happened in every method used in the delivery of course materials such as lectures, demonstrations, debates, discussions, and other methods. For example, the teacher asks the students if he has to understand the material just been delivered or not, students who asked the teacher about the words / terms that he had not seen yet, and many other things that make the question and answer between teachers and learners happens.

Question and answer method is essentially giving a chance to others to ask, the opportunity to others to answer, justify answers that are considered incompatible with their thoughts and opinions, and most importantly use the language well, polite, concise, and dense in filing questions and provide answers. Tolerance, courtesy, respect, understanding, and respect for others are the content of this question and answer method. This proves that the question and answer method has the values of democracy, good to be applied to students in Madrasah Aliyah Negeri Kembangawit Madiun.

The Strategy Of PAI Teacher In Establishing The Democracy Values For The Beginner Voters In Madrasah Aliyah Negeri Kembangawit Madiun

Researchers found the strategies used by PAI teachers in establishing the democratic values in Madrasah Aliyah Negeri Kembangawit Madiun which is done consciously and unconsciously as well. The PAI teacher strategy in the establishing of democratic values in Madrasah Aliyah Negeri Madiun Kembangawit occurs in intra-curricular and extracurricular activities.

a. PAI teacher strategies in intra-curricular activities

Intra-curricular activities are activities of students in school or college students at appropriate or consistent with the curriculum component. This activity is usually determined and compiled in the form of Syllabus and Lesson Plan (RPP). A teacher has the obligation to make a lesson plan (RPP) as a form syllabus development. PAI teacher strategy in the establishing of democratic values in intra-curricular activities that can be seen from the material relating PAI on democratic values that exist in the Syllabus, methods and assignments that contain the values of democracy, for example:

- 1) MA, XI class, subject *aqidah* character, odd semester Standard Competence: familiarize commendable behavior, Basic Competence: definition and importance of morality dress, ornate, travel, visit and receive visitors. The task is an individual task, which explains how the system dressing, ornate, travel, visit and receive guests properly be collected at the next meeting.
- 2) MA, XI class, subject *fiqih*, odd semester Standard Competence: understand the Islamic regulation on justice and its lessons, Basic Competence: explain the justice process in Islam. The task is the performance task, students come to KUA in their district to collect information about the justice process in Islam and the case addressed, for example marriage, divorce, inheritance rights, and so on. This is a group task (each group contain 5 students) and will be collected at the next meeting.
- 3) MA, XII class, subject Quran Hadith, the second semester, Standard Competence: understanding the verses of Al-Quran and Hadith about tolerance and etiquette, Basic Competence: Applying tolerance and ethical behavior in the association as contained in QS. Al-Kafirun: 1-6; QS. Yunus: 40-41; QS. Al-Kahf: 29; QS al-Hujurat: 10-13 and hadith about etiquette in everyday life. Individual tasks, namely memorizing verses and

Hadith about tolerance and etiquette, and their meaning and describes procedures for tolerance and etiquette that is good and right in front of the class.

- 4) MA, XII class, subject SKI (*Sejarah Kebudayaan Islam*), even semester, Standard Competence: understand the leadership problems after the death of Prophet Muhammad, Basic Competence: describe the models of leadership election in *Khulafaur Rasyidin* era. The group task: search references about the models of leadership election in *Khulafaur Rasyidin* era, resume, and present it in front of class at the next meeting.
- b. PAI teacher strategies in extracurricular strategies
Extracurricular activities in Madrasah Aliyah Negeri Kembangawit Madiun which contain the values of democracy, as follows:
 - 1) Student Organization (OSIS)
The activities carried by OSIS has an enormous influence in shaping the character of students to become a brave, tough, honest, loyal, open, tolerant, democratic, responsibility, leadership, and other good qualities. In essence, they are expected to become a man principle "ready lead and ready to be a leader" whenever and wherever they are. The implementation of democracy value can be seen in the election of OSIS Leader. Learners carry out a series of such elections in general, ie starting from the activities of debates, speeches vision and mission, to choose in the voting booth or polling stations (TPS), carried out in direct, free and secret ballot by means of images selected candidate. There is an officer in the voting (TPS), the voters, the supervising committee, political party witnesses, security, and others. The principle of election of OSIS leader is similar to the democratic principle of "from the students, by the students, and for students".
Before the election of the OSIS leader is held, the learners as a whole gets the socialization of democracy, elections, political and imported directly by experts from general election commission (KPU) Madiun, with the aim that students understand properly neighbor democracy, elections, and politics that starts from the scope of the school as a simulation of real life later on in the community. Moreover, they have the age of 17 years and over who have the right means selected and choose or referred to as beginner voters.
 - 2) Scouts
Scouting is a youth organization that educates its members on a variety of skills, discipline, belief in self, mutual help, and so forth. Scout activities carried out in Madrasah Aliyah Negeri Kembangawit Madiun containing values of democracy and has a goal to educate, nurture, guide, and direct learners to be useful to religion, homeland, nation, state and society. The purposes of the activities are:
 - a) Leadership, eg head of the team, the leader of the ceremony, and others.
 - b) Independent, for example, when the accident occurred, it can give P3K, taking care of themselves, such as cooking, washing clothes, and others because in all the scouts are taught.
 - c) The integrity of mind and body, or have a strong character in accordance with *dasa dharma* scout.
 - 3) Class Organization
The organizational structure of a class that consists of class chairman, class treasurer, and secretary in Madrasah Aliyah Negeri Kembangawit Madiun which each of them required their respective classes. It aims to regulate the cleanliness, comfort, and safety of learners when learning in each class. Preparation of the organizational structure of class begins with the election of the chairman of the class, followed by the selection of the class treasurer and secretary of the class by the elected chairman. The elected chairman way assisted, directed, and guided directly by the homeroom teacher. The democracy in the election have been class president for the purpose of establishing the

democratic values from an early age to the learner which is expected be able to abiding citizen in government regulations.

The activities above are a reflection of the establishing the democratic values undertaken by learners which is fully supported by the Madrasah Aliyah Negeri Kembangawit Madiun. Aside from the activities of extracurricular, the attitude shown by all citizens of Madrasah Aliyah Negeri Kembangawit Madiun is a form of establishing the democratic values.

CONCLUSIONS

From this research, it can be conclude that:

1. The role of PAI teachers in the establishing of democratic values for voters in Madrasah Aliyah Negeri Kembangawit Madiun clearly visible on the material syllabus of Islamic Religious Education class X, precisely that: Standard Competency: Understand the verses of the Qur'an about democracy. Education conducted in Madrasah Aliyah Negeri Kembangawit Madiun have demonstrated the establishing of democratic values, there are three forms: first, custom made by educators, secondly, the order of learners in Madrasah Aliyah Negeri Kembangawit Madiun, third, cooperation between the election commission common (KPU) regency Madiun Madiun Kembangawit Madrasah Aliyah.
2. PAI teacher strategy in establishing the democratic values for voters in Madrasah Aliyah Negeri Kembangawit Madiun occur in intra and extra-curricular activities. First, the PAI teacher strategy in the establishing the democratic values in intra-curricular activities are on three things: material relating PAI on democratic values and assignments for students that contains the values of democracy. Second, the cultivation of democratic values in the extracurricular activities in 3 forms of activities, such as: Student Organization (OSIS), scouts, and the structure of Class Organization.

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