

Pendidikan dan negara ebagai kontestasi kekuasaan: studi kasus SDKE Mangunan sebagai fenomena pendidikan alternatif di Indonesia

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Abstrak

<i>To inherit something if it is not genetically is believed to be a culture. Knowledge is culture since it is not genetically acquired. When we are discussing the -function of knowledge that means we are discussing the `culture', because knowledge is transferred by socialization, and human get it by learning process.

Knowledge in its formation is connected to power. One of the processes in formation of knowledge is through education and power is represented by the state and its government with its regulations reinforced. In education, curriculum is the reflection of power.

The government issues the national curriculum, applied throughout the country. In the implementation, the uniformity can not be fully applied. The due to the various situation and condition in every region. Alternative education is considered to be against uniformity in the implementation of national curriculum. Alternative education is also viewed as power in education.

Power contest is the condition that comes along with the formation of knowledge. Power contest appears when knowledge is constructed, deconstructed, and reconstructed. All happen within the constellation of power.

The concept of contest is used to illustrate the struggle, the fight, competition and debate when knowledge is in formation within the constellation of power.

Teaching through schools is one of the ways to formation of knowledge. In formation of knowledge, state with its national curriculum seems to stand in one side while, children, parents, peer groups, milieu, NGOs, and media are in the other side. Power contest seems to give certain color when alternative education is set in the context.

SDKE Mangunan is a type of alternative education that we can use to illustrate power contest between education and the state in the formation of knowledge. Romo Mangun with his curriculum for SDKE Mangunan has to face the state which implements national curriculum. Children just have to face their teachers in class. This will become more complicated with the presence of others like parents, peer groups, milieu and media.</i>