

Menggali pola kepemimpinan pengajar muda Gerakan Indonesia Mengajar 2009-2013 = Finding leadership pattern in pengajar muda at Gerakan Indonesia Mengajar 2009-2013

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Abstrak

[ABSTRAK

Misi Mencerdaskan kehidupan bangsa dan misi sebagai wahana belajar kepemimpinan bagi anak-anak muda terbaik Indonesia agar tak semata memiliki kompetensi kelas dunia, tetapi juga pemahaman akar rumput membawa perspektif baru bagi kaderisasi anak muda di Indonesia telah membawa Gerakan Indonesia Mengajar (GIM) mengirimkan Pengajar Muda (PM) ke 17 Kabupaten terpencil.

PM dan GIM menjadi fenomena menarik bagi gerakan anak muda Indonesia. Jadi, penelitian ini mencoba membahas pola kepemimpinan apa yang terbentuk selama pengiriman PM dan mencoba menelisik lebih jauh pola GIM dalam

kerangka civil society dan Gerakan Sosial Baru.

Penelitian ini menggunakan metode kualitatif dengan mengambil informan para PM aktif dan alumni. Data didapatkan dengan metode wawancara mendalam. Hasil penelitian didapat bahwa pola kepemimpinan akar rumput PM

menjadi terbentuk dalam pola penempatan di daerah terpencil. Dari sini membuka wawasan mereka mengenai luas dan beragamnya Indonesia, sementara bagi daerah penempatan merasa senang dikirim anak muda untuk mengajar di daerahnya. PM menjadi aktor di lapangan dalam proses penguatan civil society di Indonesia yang memiliki shared value mencerdaskan kehidupan bangsa dengan mengatasi masalah kekurangan tenaga pengajar di daerah terpencil. Hal ini sejalan dengan pemikiran Larry Diamond. Proses pengiriman PM ke daerah memberi gambaran

Gerakan Sosial Baru di Indonesia bahwa organisasi non pemerintah melakukan GIM tanpa harus menghilangkan peran institusi negara, bahkan mengajak bekerja sama menjadi jembatan bersama pihak swasta untuk memajukan pendidikan

Indonesia dalam rangka mencerdaskan segenap tumpah darah Indonesia. Hal ini sesuai dengan empat aspek Gerakan Sosial Baru: pertama, adanya kesamaan keyakinan (shared beliefs) dan solidaritas; kedua, adanya jaringan kerja dan interaksi informal; ketiga, aksi kolektif atas isu-isu konfliktual; keempat, aksi yang menunjukkan ruang yang luas di luar institusionalitas dan prosedur-prosedur rutin dari kehidupan sosial.

Saran penelitian ini ada beberapa. Pertama, Bagi GIM, sekiranya pola

Kepemimpinan akar rumput menjadi dimasukkan ke dalam bentuk kurikulum pembelajaran orang dewasa PM di lapangan. Kedua, Pengiriman PM menjadi wahana strategis anak muda untuk belajar kepemimpinan dan nasionalisme

Indonesia karena mampu melihat Indonesia di daerah terpencil. Maka dari itu, perlu kiranya makin diperkuat jalinan jaringan antara pihak terkait agar kegiatan

ini mampu tersebar lebih dari 17 Kabupaten tepencil di Indonesia. Ketiga, Teori Kepemimpinan Akar Rumput menjadi alternatif dalam proses kaderisasi kepemimpinan muda hendaknya mulai dikaji secara ilmiah dan dilaksanakan pada organisasi-organisasi kepemudaan. Keempat, terkait dengan tehnik penelitian

ini.

Sempitnya waktu penelitian yang diberikan berimbas pada hasil penelitian yang belum maksimal dan komprehensif. Maka dari itu hendaknya perlu dilakukan kembali kajian mendalam mengenai Kepemimpinan Akar Rumput baik secara teoritik keilmuan maupun pelaksanaan di berbagai organisasi.

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ABSTRACT

Mission to educated life of the nation and the mission as a field to learn leadership for best young Indonesia so that they cannot simply have world-class competence, but also grass-roots understanding bring a new perspective to the young cadre recruitment in Indonesia make Gerakan Indonesia Mengajar (GIM) sends Pengajar Muda (PM) to 17 isolated Districts. PM and GIM became the phenomenon of interest to the youth movement of Indonesia. Thus, this research attempts to address what leadership patterns formed during the delivery of the PM

and try to probe further patterns of GIM in the framework of civil society and new Social Movements.

This research using qualitative method by taking the informant, active and alumni PM. Data obtained with the method of in-depth interviews. The research results obtained that the grassroots leadership of PM pattern to be formed in the pattern of placement in remote areas. From here open their insight about vast and various regions of Indonesia, while placement had the pleasure sent young people to teach in its territory. PM being a field actors in the process of strengthening civil society in Indonesia, that have shared value educated life of the nation with sending solution in lack of teacher in remote area at Indonesia. This equal to Larry Diamond theories of Civil Society. Placement PM to prefigure a new Social Movement in Indonesia that non-governmental organizations doing GIM without

having to State institutions, even nullifying invites work being a bridge with private parties to advance the education of Indonesia in order to Educate all the

spilled blood of Indonesia. This same with four element of New Social Movement; shared beliefs and solidarity; network an informal interaction; collective action; action that show large spaces outside of institutional and routine procedure in social live. This research had several suggestions. First, For GIM, if Grassroots

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study leadership and nationalism of Indonesia cause they able to see Indonesia in remote areas. Therefore, it needs to be further reinforced braided chain between

the parties related to this activity are able to spread over 17 remote Regency in Indonesia. Third, the grass-roots Leadership Theory into alternatives in the

process of young leadership cadre recruitment should begin studied scientifically and held on youth organizations. The province, related to technical the research. The narrowness of the given research time imposes the research results which

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